Pilgrims Pre- Preparatory School

Job Description – SEND Learning Support Assistant

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| **Job Description****Pilgrims Pre-Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.****Children who may require some additional academic support for a short period of time will be classed as having ‘Additional Needs’.** |
|  | **Job Title:**  1:1 Learning Support Assistant **Location:** Pilgrims Pre-Preparatory School Brickhill Drive, BedfordMK41 7QZ**Reporting Line:** Pastoral & SENDCO |
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| **Main duties and responsibilities:** | Promote and safeguard the welfare of the children for whom you are responsible and come into contact with. Be aware of and complying with policies and procedures relating to Safeguarding and child protection, health and safety, security and confidentiality. Report any concerns to an appropriate person. Support and implement the agreed vision and objectives of the school.**1. Supporting Teaching and Learning**1. Support and assist the Pastoral & SENDCo to ensure the educational, physical, pastoral and social needs of each child is appropriately catered for.
2. Follow the Graduated Approach (Assess, Plan, Do and Review cycle) as outlined in the Special Education Needs and Disability Code of Practice, ensuring the child and their parents are at the centre of the cycle.
3. Understand and apply the school policies on SEND, Teaching, Learning and Behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
4. Work with the Pastoral & SENDCo and class teacher Class teacher, liaise with Parents and relevant outside agencies where necessary with regards to setting SMART targets and implementing the Individual Provision Plans (IPPs) to target specific areas of learning difficulty.
5. Plan and deliver appropriate activities to support the implementation of each IPP, supporting children in class, in small groups and in a 1:1 situation with a range of multi-sensory and stimulating activities using a variety of mediums.
6. Monitor the pupil’s response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes.
7. Give positive encouragement, feedback and praise to reinforce and sustain the pupil’s efforts and develop self- reliance and self-esteem.
8. Consistently and effectively implement agreed behaviour management strategies in line with the school’s behaviour policy, providing positive reinforcements, praise and rewards to pupils.
9. Mark pupils’ work in line with the school marking policy,
10. Support the use of ICT in learning activities and with specific programmes to support learning.
11. Provide regular feedback on the pupil’s learning and behaviour to the class teacher, Pastoral & SENDCo and parents.
12. Provide a written review of children’s progress towards IPP targets and use this to inform next steps.
13. Attend and positively contribute towards department and SEND parent consultation meetings (additional hours may be required outside of those contracted ) to discuss and review children’s progress.

**3. Communication**1. Encourage and foster close relationships with parents, offering help and guidance where appropriate.
2. Communicate clearly and effectively with others, both inside and outside the organisation in interpersonal settings, verbally and written communication, i.e. via email.
3. Support and assist each child so that they can access arange of opportunities to enhance their communicationskills and learning and development.

**4. Training**1. Undergo annual performance management cycles to identify areas of development and training needs.
2. Attend staff meeting and INSET training as requested.
3. Requirement to participate in training/development as/when identified by line manager as essential for performance of the post to support the needs of each child as required.
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You may also be required to undertake such other comparable duties as the school requires from time to time.

Person Specification – SEND Learning Support Assistant

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| **SEN Support Assistant** | **Essential****These are qualities without which the applicant could not be appointed** | **Desirable****These are extra qualities which can be used to choose between applicants who meet all of the essential criteria** | **Method of assessment** |
| **Qualifications** | Minimum of GCSE Grade C or higher (or equivalent) in English and MathematicsNVQ Level 2 or above or equivalent Evidence of further professional development which may include additional needs training | First Aid qualification  | Productionof applicant’scertificates |
| **Attainments** **and****Experience** | Experience of working with children in KS1 in a small group or on a 1:1 basis, both in and out of the classroom Experience of working with children with special needs | Experience of working with children in Early Years | Application form |
| **Knowledge and Skills** | Basic understanding of child development and learning Understanding of relevant SEND Policies/Codes of Practice and awareness of relevant legislationGeneral understanding of KS1curriculum Good standard of spoken and written English and numeracy skills.Excellent manner and relationship with children, colleagues and parents. Professional attitude and approachGood behaviour managementProficient I.T. skillsAbility to carry out specific activities as directed by the professional body e.g.: SALT, OT and physio | The ability to use sign language (such as Makaton)Knowledge of SEND, e.g. ADHD, Autistic Spectrum, Speech and Language needs or similar General understanding of the EYFS  | TaskApplication formTaskInterviewApplication form |
| **Personal competencies and qualities** | A positive, proactive attitude and the ability to work well as part of a team.A child-centred approach, placing the needs of the children at the heart of everything you do.Good communication and interpersonal skillsRemain flexible and adjust approaches to meet the unique needs of each child.Navigate challenging behaviours or situations calmly and constructively, promoting positive outcomes.Respect and value the diversity of children and their families, ensuring an inclusive approach to support. |  | Interview |