
Willingdon Community School

Job Description



JOB TITLE: Learning Support Professional
HOURS: 30.5 hours per week/39 weeks per year
RESPONSIBLE TO: Director of Learning – Inclusion (SENCo)

RESPONSIBLE FOR:

1. Providing support for students who are mainly, but not exclusively, on the SEND/AN register.
2. Providing appropriate care to students in connection with their SEND or medical needs.
3. Monitoring the progress of students in your care and to liaise with parents and other staff as appropriate.
4. Operating professionally as part of the Inclusion Team lead by the Director of Learning for Inclusion and to carry out all duties in accordance with the framework of statutory obligations and school policies and procedures, including the observation of Equality and Health and Safety policies.

MAIN TASKS:

*Support for our students who are vulnerable to underachievement may include **any combination** of the following:*

- In-class support, helping students to interpret tasks and assisting as required by teaching staff. You may be asked to work within one subject area or across the entire curriculum.
- Supporting students in our inclusion room which will be largely, but not exclusively, the hard to reach students who display challenging behaviour.
- Mentoring/coaching individual students and building positive relationships in order to address behavioural/emotional/esteem needs.
- Assisting teaching staff with differentiation for key students including the production and adaptation of teaching and learning materials.
- Help with general administration, filing, recording and documentation.
- Keeping records of individual students when targeted and providing feedback for annual reviews, CAFs, PEPs and other appropriate professionals meetings.
- One-to-one targeted support with students who have complex needs e.g. epilepsy, autism and other diagnosis.
- Working on small group social intervention.
- Assistance on outings and school trips.
- Providing exam access arrangements support in line with JCQ guidance.
- Liaising with and working collaboratively with ISEND services and external professionals.

- Monitoring and recording progress for students who you work on intervention with.
- Supervision of students during some lunch and break times (you will be provided with break and lunch for yourself at a different time).

Each year the duties of teaching assistants are reviewed by the Director of Learning - Inclusion according to the range of needs presented by the student cohort for the following year. This means that your role may change from year to year.

Giving care to SEND students with medical needs may include the following:

- Care of students requiring help with mobility, wheelchair access etc.
- Physiotherapy supervision.
- Other medical and personal care, when trained, as appropriate.

Learning Support Professionals will be encouraged to attend appropriate training: in-house or run by external agencies and East Sussex County Council. We value the contribution of teaching assistants enormously; they are expected to take an active role in the inclusion team. Learning Support Professionals meet together with the Director of Learning for Inclusion fortnightly to discuss how best to meet the needs of the students in our care and they are involved in whole school activities and extra-curricular activities as appropriate.

GENERAL:

- Contribute to the overall ethos/work/aims of the school.
- To take part in training activities offered to further professional knowledge and development.
- To carry out the above duties in accordance with the County Council’s Equal Opportunities policy.
- All school based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school’s Child Protection and Safeguarding Policy and work in accordance with this document at all times.
- The post holder should be aware of and comply with all school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To perform such other tasks as may reasonably be required appropriate to the grading of the post.

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post. The school reserves the right to change or up-date this job description and/ or the place of work after consultation with the job holder.

SIGNATURE OF JOB HOLDER

DATE

SIGNATURE OF LINE MANAGER

DATE



JOB TITLE: Learning Support Professional
RESPONSIBLE TO: Director of Learning – Inclusion (SENCo)

This person specification lists the qualifications, experience, knowledge, skills, abilities and personal qualities of the person required to undertake the post. It will be used by the school to assist in drawing up a shortlist of candidates for interview, and during the interview/selection process. Applicants should provide evidence to demonstrate their suitability for the position and how they meet the requirements of the person specification in the application form and any supporting statement.

	Essential	Desirable
Job Experience and knowledge	<ul style="list-style-type: none">▪ Good level of literacy and numeracy and ability to support students in these areas.▪ GCSE or equivalent in English Language▪ Experience of working or participating in work focused training or similar delivery model▪ An understanding of child protection and its importance within the school	<ul style="list-style-type: none">▪ Experience of working within an educational setting▪ Experience of working in an advisory/support capacity▪
Skills/Abilities & Competencies	<ul style="list-style-type: none">▪ Patient and calm manner▪ Ability to deal with students who may be challenging and reluctant to engage.▪ Good communications skills▪ Ability to work as part of a team▪ Ability to undertake administrative tasks	<ul style="list-style-type: none">▪ Flexible approach▪ Willingness to undertake relevant professional development▪ Use of initiative to support people in your care.▪ The tenacity to ensure that the students' progress.