



Queen Mary's Grammar School



Job Description and Person Specification

Job Title:	Special Educational Needs Learning Support Assistant
Grade:	Scale point 12-15 (FTE £22,021- 24,799.) Term time only (Actual Salary: £19,080 - £20,248)
Purpose of Job: <ul style="list-style-type: none">To work alongside the SENDCO and all staff in raising the awareness of Special Educational Needs and Disabilities ('SEND') and incorporating strategies into quality first teachingTo play a key role within the School to ensure that all pupils with additional needs make accelerated progress in their learning and achieve to the very best of their abilityTo provide the highest level of support to a range of pupils with special educational needs and be committed to the role who in order to make a difference to children's lives.To be the key adult for a current Year 8 pupil who has an EHCP. They have a diagnosis of Autism with high levels of anxiety.Our mission at Queen Mary's Grammar School is to ensure SEND students and families know that they are accepted, included, understood and supported. It drives all the things we do. We set ambitious goals for our pupils and we need ambitious people to support our SEND pupils to achieve them. We want to make sure that every young person we work with can have an opportunity to succeed in life.The role is directly line managed by the School's SENDCO: Mrs N Youngman	
JOB DESCRIPTION	
Core role <ul style="list-style-type: none">You will work, as directed by the SENDCO, with individuals and groups of pupils in the classroom, supporting the monitoring of progress for individualsYou will assist pupils with their educational and social development, on an individual and group basisYou will provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities.You will assist in the promotion of high standards of behaviour and conduct within the school and provide support for colleagues through the enactment of school policy and procedureYou will support colleagues as directed in all aspects of learning, personal development and emotional literacy both within classrooms and in other defined learning environmentsYou will support designated colleagues in the preparation and presentation of learning resources of both an academic and pastoral natureEnsure that every pupil is ready for the next steps in their learning and is supported to participate in, and contribute to, life beyond school	
MAIN DUTIES	
Planning <ul style="list-style-type: none">Assist in the planning, preparation of pupils' work in all stages of the planning cycle, including schemes of work, lessons, evaluation and adjustmentsDevelop and prepare resources for learning activities in accordance with lesson plans and interventions and in response to pupil needsContribute to the planning of opportunities for pupils to learn in-and-out of QMGS in line with the School's policies and procedures	
Teaching and learning <ul style="list-style-type: none">Disseminate information on pupils with specific learning needs to teaching staff and provide detailed verbal and written feedback as required on pupil progress, attainment and achievementMotivate and progress pupils learning by using clearly structured, interesting teaching and learning activitiesEnsure all pupils have equal access to opportunities to learn and developPromote and support the inclusion of pupils, including those with specific needs, both in learning activities and within the classroomUse behaviour strategies in line with the School's policy and procedures; to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with othersIn accordance with arrangements made with the SENDCO, Heads of Department and teachers, progress pupils learning in a range of settings, including work with individuals and small groupsOrganise and safely manage the learning environment and resources	

- Promote and reinforce pupils' self-esteem and resilience, metacognition skills and self-regulation strategies
- Assist teachers in encouraging acceptance and integration of pupils with SEND or from different cultures and/or with different first language
- Support the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupils' progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times

Monitoring and assessment

- With teachers, evaluate SEND students' progress through a range of assessment activities, support the maintenance of those students' learning records and where necessary modify methods to meet individual and/or group needs
- Monitor pupils' participation and progress and provide constructive feedback to teachers and pupils in relation to their achievement and progress
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific pupils
- Assist in the preparation of assessment reporting for reviews and end of year progress reports, as requested
- Be involved where necessary with the SEND review process.

Mentoring, supervision and development

- Contribute to the overall ethos, work and aims of Queen Mary's by attending relevant meetings as directed by the SENDCo and contributing to the development of policies and procedures within the school
- Participate in staff meetings, briefings and training days/events as requested

Behavioural and pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant academy policies and procedures
- Understand and implement child protection procedures and comply with legal responsibilities
- Assist in maintaining good discipline of pupils at QMGS (in line with the School's behaviour policy)
- Supervise pupils at times other than during lessons where necessary
- Assist teachers by receiving and disseminating instructions directly from professional or specialist support staff involved in the students' education

Other

- Assist with the provision of information for access arrangements, in examinations
- To work within and encourage the School's Equal Opportunity Policy

PERSON SPECIFICATION

Preferred skills, personal attributes or experience

- Hold relevant qualifications at a level equivalent to at least level 3 on the NCF/QCF framework
- A demonstrable understanding of the challenges and barriers to learning that children and young people face with SEND, in a mainstream school setting and a determination to minimise those barriers and challenges
- Have a good understanding of Autism and how it can both enhance and impact a pupils' day to day life.
- Be a key advocate for children and young people with SEND in school
- Demonstrate an understanding of the current curriculum in KS3 and KS4
- Have an understanding of a modern education setting and relevant learning strategies
- An awareness of the school requirements of the revised SEND Code of Practice (2015)
- An awareness of professional standards required for working with children
- Excellent organisational and time management skills
- Effective oral and written communication
- Good numeracy and literacy: familiarity with ICT and other equipment to support learning
- Ability to relate well to children, young people and adults
- Ability to work constructively and flexibly as part of the teaching team, understanding classroom/pastoral roles and responsibilities and your own position within these
- Ability to deal with colleagues and pupils in a manner appropriate to each
- Ability to react positively and remain calm in a crisis