



**ROLE DESCRIPTION FOR
SPECIALIST LEARNING ASSISTANT
(APPRENTICES/TRANSITION & PERSONALISED NEEDS) (GRADE 5)**

LINE MANAGED BY: SENCO

Specific Responsibilities:

1. Lead and line manage apprentice Learning Assistants
 - a. Be responsible for planning and delivering a programme of continuing professional development to achieve Level 2 qualification in Supporting Teaching and Learning in schools – a minimum of two hours weekly.
 - b. To lead on all necessary processes as part of the agreed apprenticeship pathway
 - c. To work with external partners to ensure compliance with all requirements of the apprenticeship pathway – including in school meetings, documentation and records.
2. Lead on the transition of SEND students from primary feeders take direction from the Ready for Secondary Schools project. This will include provision for bespoke transition packages, visiting feeder schools and liaising with relevant external professionals, primary SENCOs and parents / carers to ensure their active participation.
3. Lead on initiatives to support ARNA students and ensure that they are provided with an appropriate curriculum that meets their needs and challenges them to succeed. Delivering child centred anxiety interventions to identified students in school.
4. To take a lead in sharing teaching and learning strategies within the Student Support department and across the whole school.
5. Monitoring individual student's needs and reporting these to the appropriate members of the teaching staff e.g. SENCO, Student Manager, Mentor, Subject teacher etc.
6. To deliver literacy and numeracy intervention at KS4 & KS3.
7. Liaise with Student Managers and Attendance Manager regarding student issues, developing and implementing strategies for individual students.
8. To run and organise a daily breakfast club promoting high levels of attendance and a positive start to the day for vulnerable students. This will be an 8 am start Monday – Friday.
9. To formulate individual Health and Care plans and provision maps including their implementation and review
10. Attend relevant KS3 & 4 parent evenings

Generic Duties:

1. Develop, prepare, deliver and assess a personalised curriculum to meet a range of individual needs to address literacy, numeracy and social skills
2. Work as a team member to ensure students receive a high quality provision
3. Respond to current school initiatives
4. Respond to and complete assessment procedures, monitoring, report writing
5. Create and maintain a high quality learning environment by:
 - a. Issuing rewards and sanctions
 - b. Devising and making resources appropriate to the needs of individual students in order to assist learning
 - c. Apply the Behaviour & Attendance policy in line with school procedure
6. Involvement in extracurricular activities
7. Provide support in exams by acting as a Reader/Scribe as necessary
8. Undertaking activities with individuals or groups of students to ensure their safety and facilitate their physical, emotional and educational development
9. Plan and deliver work programmes for individual students with specific needs
10. Working to establish a supportive relationship with the students and parents concerned
11. Use data effectively to inform planning
12. Be a key worker for identified students
13. Liaise effectively with appropriate outside agencies
14. Assist the SENCO in the day to day running of the Student Support Department and deputise for the SENCO at multi agency/review meetings when appropriate
15. Provide lunch/break supervision for vulnerable students
16. Manual handling of identified students including personal care and ability to undertake manual handling

General responsibilities:

Liaising and promoting positive relationships with parents/carers and outside agencies regarding student progress and welfare issues

Being aware of and promoting the school's policies and procedures

Being aware of the confidential issues linked to home/student/teacher/school work and to keep confidences as appropriate

To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures.

To report any causes for concern relating to the welfare and safety of children to the designated person and the Head Teacher or if unavailable the designated safeguarding governor or a member of the Senior Leadership Team.

To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school.

To take reasonable care for the health and safety of themselves and other persons who may be affected by their activities and where appropriate, safeguarding the health and safety of persons under their control and guidance in accordance with the provision of Health and Safety legislation.

Person Specification: Specialist Teaching Assistant

	Essential	Desirable	Method of Assessment A, I, R
Qualifications	<ul style="list-style-type: none"> • Qualified Teaching Assistant status • GCSE Level 2 or equivalent (inc English and Maths) 	<ul style="list-style-type: none"> • High Level Qualified Teaching Assistant status • Evidence of recent professional development 	A
Experience	<ul style="list-style-type: none"> • Working in an educational/training environment • Working with young people • Working in a team • Manual handling 	<ul style="list-style-type: none"> • Experience of leading others 	A, I, R
Knowledge and understanding	<ul style="list-style-type: none"> • Awareness of SEN issues in education • Awareness of professions and services in relation to SEN provision • Awareness of funding and finance provision for SEN • Be aware of relevant issues and ensure the safeguarding of the welfare of students 	<ul style="list-style-type: none"> • Understanding of achievement data and how it is analysed • Awareness of EHCP applications and planning 	A, I
Skills	<ul style="list-style-type: none"> • Ability to deliver good or better lessons • Capable of leading and developing staff • Can creatively engage students in a variety of ways • Create and maintain accurate records and minutes 	<ul style="list-style-type: none"> • Ability to train, support and motivate staff 	I, R

Personal characteristics	<ul style="list-style-type: none"> • Can work as part of a team • Has clear leadership skills • Organised and proficient • Contribute to an inclusive ethos • Ability to earn respect from stakeholders • Integrity, optimism and resilience • Confident and a clear communicator • An ability to fulfil all spoken aspects of the role with confidence through the use of English language. 	<ul style="list-style-type: none"> • Take part and lead in the wider school life • Motivational of others • Ambitious and willingness to progress 	I
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Methods of Assessment

A = Application

I = Interview Process

R = Reference