



## Job Description

**Post Title:** SEN 1:1 Learning Support Assistant  
**Reports to:** SENCO

### Main Purpose of the Job

- To work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

### Main Duties and Responsibilities

- Implement planned learning activities/ teaching programmes as agreed with the teacher and/or SENCO, adjusting activities according to pupils' responses as appropriate.
- Participate in planning and evaluation of learning activities with the teacher and/or SENCO, providing feedback to the teacher on pupil progress and behaviour.
- Support the teacher in monitoring, assessing and recording pupil progress/ activities.
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
- Support learning by arranging/ providing resources for lessons/ activities under the direction of the teacher/SENCO.
- Support pupils in social and emotional well-being, reporting problems to the teacher and/or SENCO as appropriate.
- Share information about pupils with other staff, parents/ carers, internal and external agencies, as appropriate.
- Understand and support independent learning and inclusion of all pupils as required.
- Work with pupils on therapy or care programmes, designed and supervised by a therapist/ care.
- To contribute to the maintenance of an innovative, stimulating, safe and inclusive learning environment.
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher and/or SENCO as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue).
- To empower pupils to access the curriculum by promoting independence both inside and outside of the classroom.

### General/Other Responsibilities

- Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training.
- Update pupil records.
- Assist with break-time/lunch time supervision including facilitating games and activities.
- Assist with escorting pupils on educational visits.
- Support pupils in using basic ICT.
- Undertake moving and handling activities as required.
- Undertake relevant and appropriate training during contracted hours.
- Attend and participate in relevant meetings as required.
- Any other reasonable duties necessary to ensure the smooth and effective running of the school.

**The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.**

<b>Job Context</b>
<ul style="list-style-type: none"> <li>• The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.</li> <li>• Responsible for the supervision of practical activities of individuals or small groups of pupils with special needs, under the direction of a teacher or other professional.</li> <li>• Provides assistance to pupils on social, welfare and health matters (toileting, including stoma bags / dressing) and provides support to the teacher on behaviour management of pupils.</li> </ul>
<b>Knowledge, Skills &amp; Abilities</b>
<ul style="list-style-type: none"> <li>• Requires knowledge and procedures for supporting and leading learning activities.</li> <li>• Working at NVQ level 2 in supporting teaching and learning or equivalent; may be working towards NVQ level 3 and/ or national occupational standards.</li> <li>• Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.</li> <li>• Communicates with pupils with additional needs, to support learning and development and encourage acceptable behaviour.</li> <li>• Exchanges information with staff, parents/ carers.</li> <li>• Be able to use highly specialised equipment requiring considerable precision e.g., use of hoists</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>
<b>Supervision</b>
<ul style="list-style-type: none"> <li>• Works under the direction of the teacher and/or SENCO.</li> <li>• Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.</li> <li>• May demonstrate own duties to new or less experienced staff.</li> </ul>
<b>Problems, Demands &amp; Decisions</b>
<ul style="list-style-type: none"> <li>• Working with individuals or small groups of pupils where work is regularly interrupted although this does not normally require switching from one activity to another.</li> <li>• Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management, or through working with pupils with severe disabilities or extreme behavioural issues.</li> </ul>
<b>Dimensions</b>
<ul style="list-style-type: none"> <li>• May handle small amounts of cash for example, when accompanying pupils on school trips.</li> <li>• May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.</li> <li>• Responsible for the careful and safe use of equipment, standard ICT equipment.</li> <li>• Responsible for maintaining confidential pupil records.</li> </ul>
<b>Physical Effort</b>
<ul style="list-style-type: none"> <li>• Usually requires short periods of greater physical effort, such as manoeuvring pupils where necessary or assisting in physical activities.</li> <li>• When working with pupils with severe physical disabilities or behaviour issues may require regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues.</li> <li>• Assembly and clearing away of equipment; keyboard skills; &amp; mobility aids.</li> </ul>
<b>Working Environment</b>
<ul style="list-style-type: none"> <li>• Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions.</li> <li>• Regularly attending to the personal needs of pupils with special needs.</li> </ul>



## Person Specification

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	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Working at NVQ level 2 in supporting teaching and learning or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>may be working towards NVQ level 3 and/ or national occupational standards.</li> <li>current First Aid qualification</li> <li>recent and relevant safeguarding training</li> <li>Makaton training</li> </ul>
<b>Experience of</b>	<ul style="list-style-type: none"> <li>recent experience within a primary school setting</li> <li>recent experience working with SEND children</li> <li>intimate care – toileting, stoma bags (or other)</li> </ul>	<ul style="list-style-type: none"> <li>intensive Interaction approach</li> <li>Engagement Model</li> <li>working with children with specific needs, for example ASD</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>managing the behaviour of children</li> <li>understanding of the need for confidentiality</li> <li>understanding of safeguarding responsibilities in relation to children</li> </ul>	<ul style="list-style-type: none"> <li>understanding of strategies to support vulnerable pupils</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>work as part of a group and individually</li> <li>able to inspire trust and confidence in children, building supportive relationships</li> <li>able to adapt teaching and learning as needs become apparent</li> <li>encourage high standards of pupil behaviour at all times</li> <li>observe the boundaries of the role, and respect confidential information</li> <li>initiate games and activities appropriate to the age of the children</li> <li>relate to children on their level</li> <li>recognise and address behaviour giving cause for concern</li> </ul>	<ul style="list-style-type: none"> <li>communicate effectively (both orally and in writing) to an appropriate standard</li> <li>ability to support pupils' speech, language and communication development</li> <li>able to adapt approaches to meet the needs of all pupils</li> </ul>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>commitment to safeguarding and equality</li> <li>calm under pressure</li> <li>empathetic</li> <li>well-organised</li> <li>ability to work as part of a team</li> <li>able to communicate well with staff and children</li> <li>resourceful</li> <li>tolerant</li> <li>desire to learn and improve practice</li> <li>adaptable</li> <li>good sense of humour!</li> </ul>	<ul style="list-style-type: none"> <li>creative</li> <li>patient</li> </ul>