



**Truro and Penwith
Academy Trust**

Job Description

Truro and Penwith Academy Trust is a supportive and collaborative organisation with one primary focus: the improvement of teaching and learning within Cornwall.

Job Title:	Senior Learning Support Assistant
Grade	TPAT Point 7
Responsible to:	Teaching staff, SENDCO, Faculty/ Subject leaders, leadership team
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External	<p><u>Internal:</u> Headteacher, Heads of department, teachers, pupils, teaching support staff, SENDCO.</p> <p><u>External:</u> Governors, parents, Education Welfare Officers, Educational Psychologists, LA departments and advisers.</p>

Main Purpose of Job:

- To take a pro-active role as a key member of a multi-disciplinary team in the support of students, teachers, the curriculum, and the school.
- To support the professional work of teachers in delivering programmes of learning and take responsibility for agreed learning activities under an agreed system of supervision
- Play a lead role in providing specialist support to children with special educational needs, including those with complex needs, to access their education and the wider opportunities within the school.

Main Duties and Responsibilities:

Support for learning

- To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring student engagement in the lesson and feedback to students and colleagues is appropriately planned.
- As agreed with the teacher; produce lesson plans, resources, deliver learning activities, administer, and invigilate examinations, observe, assess and feedback on progress, whilst promoting independent learning and making adjustments in accordance with students' needs.
- To advance students' learning in a range of classroom settings, including working with individuals, small groups, and whole classes within the agreed system of supervision.
- To monitor and evaluate students' progress and understanding of learning activities on an ongoing basis, ensuring that students' responses and progress during learning activities are systematically recorded in accordance with the agreed monitoring processes.
- To provide detailed feedback to teachers regarding students' progress and responses to learning activities and to produce reports on students' progress and achievements as required.
- To meet with teachers, co-ordinators, and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to contribute to the consideration/review of progress of individual students (including identification of any special support required).

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Support for the Curriculum

- To deliver local and national learning strategies (e.g.: literacy, numeracy, TIS/Thrive etc) and assist individuals and groups of students in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support required to aid the students to learn as effectively as possible.
- To remain aware and up-to-date with the school curriculum, the age-related expectations of students, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
- To encourage the use of ICT and advance pupils' knowledge and use of ICT during the lesson.
- To contribute to the development and updates to IEPs and EHCPs. To assess, monitor and record pupils' progress through IEPs, and propose appropriate alterations to IEPs in order to ensure pupils' progress.
- To contribute to the process of termly, annual and interim reviews of provision including EHCPs and, where appropriate, support the preparation of documentation for these reviews, under the guidance of the SEND/teacher.
- To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities and giving consideration to specialist teaching aids.

Support for students

- To build and maintain relationships that encourage students to interact and work co-operatively with staff and others, promote independence, encourage social integration and individual development. Employ strategies which recognise and reward pupils' reinforcing students' self-esteem and to engage all students in learning activities.
- To assess, monitor and records students' progress, achievement, health, behaviour and general wellbeing and feedback any information to the teacher or SENDCo and as appropriate liaise with parents and carers.
- To contribute to the development of multi-agency approaches to supporting students.
- To supervise and manage students' behaviour promoting self-control and independence in accordance with the recognised behavioural standards and the school's established Discipline Policy ensuring an orderly and constructive environment for the class.
- To act as a key adult for an identified group of students with complex special educational needs and disabilities, liaising with parents and teachers to monitor and review progress, act as a mentor and first point of contact for parents.
- Take a lead role in supporting the engagement and regulation of students with SEMH, including those with complex needs, through the use of appropriate strategies and skills e.g. TIS, social stories, Team Teach
- To support all students with SEND to have high attendance in school, liaising with parents and the EWO as appropriate and ensuring that the school's attendance support procedures and policy are followed.

Support for the School

- To assist with lunch and break time supervision of students on a rota basis in accordance with the school's procedures for social time supervision.
- To accompany students on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines. To act as a group or trip leader as appropriate.
- To contribute to individual and activity risk assessments, supporting the teacher to complete the required documentation as appropriate.
- To proactively offer support and advice to colleagues with regards to children's needs, support, provision and progress and contribute to providing training where appropriate. Provide day to day supervision to an identified team of LSAs as appropriate and under the direction of the SENDCo.
- To administer minor first aid and medically prescribed drugs if trained as per procedure.
- To carry out administrative tasks associated with all of the above duties

General/Other:

- To ensure that pupils needs are always prioritised and to always have a clear sight of how this role impacts on the academy and the Trust's pupils.
- New Appointments: To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To be aware of and adhere to all Trust policies and procedures.
- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required

Person Specification

	Essential	Desirable	Recruiting method
Education and Training	<p>Attainment of GCSE's grade C/level 2 or above in English & Maths</p> <p>Meet the HLTA standards</p>	<p>Working towards attainment of a recognised learning support, coaching or teaching qualification e.g. HLTA</p>	Application
Skills and Experience	<p>Enhanced standard of practical knowledge, skills and experience of working with pupils within a learning environment</p> <p>Excellent listening & communication skills</p> <p>ICT skills – able to support learning through effective use of ICT</p>	<p>Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups e.g. SEMH, EBD, SLD</p> <p>Enhanced training e.g. Teach Teach/TIS/Thrive or equivalent</p> <p>Qualified First Aider</p>	Application/Interview/Assessment
Specialist Knowledge and Skills	<p>Working knowledge of implementing relevant learning programmes</p> <p>Knowledge of statutory frameworks relating to teaching and learning and assessment</p> <p>Practical skills relating to planning and utilising individual learning programmes e.g. literacy, emotional coaching</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p>	<p>Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups</p> <p>Knowledge of the SEND Code of practice including understanding the process of Annual Review</p>	Application/Interview/Assessment
Behaviours and Values	<p>Demonstrates an awareness, understanding and commitment to equal opportunities</p> <p>A champion for inclusion and opportunities for all.</p>		Application/Interview/Assessment

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	Patient, calm, respectful of others. Able to offer support to students and colleagues and build positive relationships with stakeholders especially parents.		
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