



Castle View  
Enterprise  
Academy

### Your Academy...Your Future

<b>Post Title</b>	Learning Support Assistant (SEND)
<b>Purpose</b>	To support and assist teachers as part of a professional team to contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and / or senior colleagues, in line with the Academy's policies and procedures.
<b>Responsible to</b>	SENCo
<b>Responsible for</b>	Specialist support to students with special needs; including students with medical needs.
<b>School Type</b>	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
<b>Contract Type</b>	1 Year Contract - 2 Days Per Week / Term Time Only
<b>Grade</b>	Band D, Point 5-6
<b>Disclosure Level</b>	Enhanced
<b>Expectations</b>	<p><b><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></b></p> <ul style="list-style-type: none"> <li>• Create opportunities to support the Academy vision.</li> <li>• Have respect and care for students and all other adults.</li> <li>• Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do.</li> <li>• Support the Academy uniform policy for students and echo this through professional and business-like mode of dress.</li> <li>• Contribute to the Academy enrichment programme.</li> </ul>

<p><b>Duties &amp; Responsibilities</b></p>	<p><b><u>Support for the Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Raising awareness to teaching staff of the strengths and problems of individual pupils.</li> <li>• Assisting teaching staff in the monitoring, recording and evaluation of student's progress, including providing feedback on observations undertaken.</li> <li>• Assisting in the assessment of individual pupils.</li> <li>• Liaising with the SENCO and teaching staff, to identify the needs of the pupils.</li> <li>• Assisting in the preparation and review of Student Support Plans including co-ordinating relevant information.</li> <li>• Setting up and using equipment as required to maintain pupils' needs and support their participation in learning tasks and activities.</li> <li>• Providing support to teachers in developing effective approaches to manage behaviour and discipline problems.</li> <li>• Raising the awareness of school staff to pressures on pupils which may result in behavioural problems.</li> <li>• Assisting in compiling and maintaining pupils' records.</li> <li>• Assisting in the review of EHCPs.</li> <li>• Carrying out appropriate schemes of work and programmes set by the teaching staff for pupils and to assist in the preparation of learning materials for this purpose.</li> <li>• Managing the planning and programming of specific educational activities for the pupils.</li> <li>• Assisting with the broad range of curriculum the Academy offers.</li> <li>• Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.</li> </ul> <p><b><u>Support for the Student</u></b></p> <ul style="list-style-type: none"> <li>• Using specialist knowledge to support pupils</li> <li>• To attend CPD to enhance knowledge on a comprehensive range of SEN needs, as directed by the SENCO.</li> <li>• Working with pupils on individual targets set by a member of the teaching staff.</li> <li>• Supporting all pupils included in a mainstream setting, support base, home base, special school, or any other learning environment as appropriate.</li> <li>• Supporting the reintegration of pupils in mainstream schools to access the curriculum either on an individual basis or as a member of a small group.</li> <li>• Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community.</li> <li>• Under the direction of teaching staff or senior colleagues, working independently with individual pupils or groups of pupils if this is necessary.</li> <li>• Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff.</li> <li>• Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the school pupils.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To support student's with medical needs, for example carrying out physiotherapy activities</li> <li>• To understanding individual medical needs for students and how to support them, e.g. if a student has diabetes or epilepsy</li> <li>• Assisting some students with dressing, changing and care in PE/practical sessions</li> </ul> <p><b><u>Support for the Academy</u></b></p> <ul style="list-style-type: none"> <li>• Participating in meetings to review pupil progress and reporting to the meeting as required, on involvement with pupils.</li> <li>• Liaising with educational and health specialists, and outside agencies as required.</li> <li>• Contributing to the whole School's Self Evaluation process.</li> </ul>
<b>General Requirements</b>	<ul style="list-style-type: none"> <li>• Attending and participating in training and development activities as required.</li> <li>• Participating in schemes of assessment, professional development and review.</li> <li>• Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff.</li> <li>• Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.</li> <li>• Being an effective role model for the standards of behaviour expected of pupils.</li> <li>• Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.</li> </ul>
<b>Professional Values &amp; Practises</b>	<ul style="list-style-type: none"> <li>• Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.</li> <li>• Treating pupils consistently with respect and consideration, and being concerned with their development as learners.</li> <li>• In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.</li> <li>• Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.</li> <li>• Reflecting upon and seeking to improve personal practice.</li> <li>• Working within schools policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.</li> <li>• Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools policies and procedures.</li> <li>• Building and maintaining successful relationships with pupils, parents/carers and staff.</li> </ul>

<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>• Lunch, break and before/after school supervision.</li> <li>• Exam Invigilation</li> <li>• Taking the lead role in holiday/summer school and Saturday morning activities with students on a flexible basis if required.</li> <li>• Acting as a mentor for small groups of vulnerable students.</li> <li>• Carrying out a range of intervention programmes with vulnerable students covering all four areas of the Code of Practice.</li> <li>• Working and supporting students with specific medical needs</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• Carry out other reasonable tasks from time to time as directed by the Principal.</li> </ul>

***Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.***

## Person Specification

<b>You should be able to demonstrate that you meet the following essential criteria.</b>	<b>E = Essential D = Desirable</b>
<b>Qualifications</b>	
A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or it's equivalent	<b>E</b>
A valid First Aid Certificate	<b>D</b>
Good numeracy/literacy skills.	<b>E</b>
<b>Experience</b>	
Experience of working in a school environment.	<b>E</b>
Experience of planning and evaluating learning activities.	<b>E</b>
Involved in planning programmes of learning for individuals, groups and whole class.	<b>E</b>
<b>Skills, Knowledge and Aptitude</b>	
An ability to relate well with children and adults.	<b>E</b>
An ability to work independently with individual children, small groups of children and whole class.	<b>E</b>
An ability to use initiative when required.	<b>E</b>
An ability to work as a member of a team.	<b>E</b>
A willingness to work co-operatively with a wide range of professionals.	<b>E</b>
Good communications skills, both written and verbal.	<b>E</b>
Use ICT effectively to support teaching and learning.	<b>E</b>
An ability to work within the LEA and the Academy's policies and procedures.	<b>D</b>
A working knowledge of foundation national curriculum key stages and government strategies.	<b>D</b>
Experience/training in forest schools	<b>D</b>
<b>Personal Requirements</b>	
Sensitive to the needs of children and their parents/carers.	<b>E</b>
An ability to work as part of a team.	<b>E</b>
A calm and positive approach.	<b>E</b>
Committed to professional development.	<b>E</b>