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| Post | Senior Learning Support Assistant |
| Grade | SC4 |
| Responsible to | Lead LSA |
| Responsible for | Providing excellence in tailored support and care in our tiered inclusion provision. |
| Working hours | As indicated by T&Cs. |

Everyone at Plumstead Manor works to fulfil our **School Plan**.

Purpose:

1. Promote a positive ethos across the school based on the school vision excellence for all.
2. Contribute to the development and provision of the highest quality of education at Plumstead Manor School.
3. Support the school's ethos based on the core values of pride, ambition, respect and team.
4. Contribute to the development and provision of an inclusion curriculum and tailored support across the Learning Support Department and Inclusion Services.
5. Contribute to the development of a graduated approach across the school.
6. Make sure that young people of all abilities and backgrounds fulfil their potential.
7. Engage all young people in interesting and engaging learning.
8. Contribute to partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and 'brand' within the wider community.

Members of our Learning Support Department are expected to:

- Uphold the school vision and plan.
- Actively support and support the highest standards and expectations for SEN learners.
- Work collaboratively with teachers and other colleagues to ensure a high quality tailored provision for our SEN Students.
- Contribute to the diagnostic profiling of students which underpins our personalised approach to meeting their needs.
- Support the school's stance on equality and the provision of excellence for all our students in a vibrant and diverse community.

Raising Aspirations, Securing Success

1. Play a supporting leading role in the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Promote a culture of high expectations, including the active participation of students in challenging learning.
3. Lead small group withdrawal interventions applying evidence based support such as Catch-Up Literacy, Catch-Up Numeracy, ELSA, Nurture or EBSA.
4. Support the learning of individual students and small groups in class, and oversee learning across specific activities under the guidance of a teacher.
5. Contribute to the planning, preparation and delivery of withdrawal and intervention classes enabling access to learning for all young people.
6. Support the graduated approach on offer through the Learning Support Department by assessing and recording the attainment and progress of students in line with the policies of the Learning Support Department and the school.
7. Develop schemes of learning for small group intervention, including learning materials and methods of assessment to demonstrate progress that meet the needs of students
8. Contribute to and support the monitoring and analysis of data relating students on the Record of Need including those with EHCPs.
9. In support of this model of 'early help' provide timely assessments, reports and references relating to individual students, including their Progress File/Profile.
10. Maintain the highest possible standards of learning within withdrawal classes under your supervision.
11. Monitor learning and progress to modify approaches and support, and to provide focused intervention and feedback.
12. Participate in the preparation and assessment of students for external and internal verification and public examinations

Challenge and Creativity

13. To consistently be a good or outstanding practitioner.
14. Know best practice in teaching less able learners and those with specific learning needs.
15. Assist subject teachers in the planning, delivery and evaluation of whole class/small group activities, at all prescribed Key Stages; KS3/4/5.
16. Support the Lead LSA supporting the provision of advice, demonstration and training in best practice in relation to meeting the needs of students with specific learning needs, as well as those who are disaffected and disengaged learners.
17. Take responsibility for delivering small group withdrawal or interventions in a creative and engaging manner
18. Develop and embed the qualities that are central to cultivating success and high achievement at Plumstead Manor – pride, ambition, respect and team.
19. Support the Lead LSA with the design, creation, and distribution of learning resources across the Inclusion Provision at Plumstead Manor.
20. Make creative use of a range of new technologies to support and develop the quality of learning across the Inclusion Curriculum.

Cultivating Harmony and Respect

21. Support the Lead LSA in maintaining good discipline and standards of behaviour in the Learning Support Department, arranging sanctions in line with the school behaviour policy and code.
22. Ensure that school policies and practices are implemented consistently and maximise expectations and aspirations for all.
23. Liaise with parents and carers in order to facilitate the flow of information about students and that we are better able to meet their needs.
24. Undertake regular training and attend whole staff INSET days in accordance with contractual requirements; including both attending and leading in the delivery of training and development activities related to meeting the specific needs of different groups of students.
25. Carry out one break duty per week and contribute to the daily management of the school.
26. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
27. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

Specialist Deployment of LSAs

Examples of this would include:

1. Working directly with students who have specific learning needs and/or who have high levels of anxiety about school and lessons.
2. Key worker to specific students, including those with learning needs and those who have high levels of anxiety about school and lessons for a stated period of time with regular reviews.
3. Liaise directly with the SENCo, the school's Mental Health Lead and other professionals about specific students, attending any relevant meetings.
4. Implement appropriate support strategies for students who have specific needs such as those with high levels of anxiety about school and lessons, those with a low level of literacy or numeracy, or those working in Pathways.
5. Track the progress of students, while monitoring the impact of their individualised provision, including those whose attendance is low, those whose literacy and numeracy levels are low
6. Support anxious school and lesson avoidance students when integrating back into mainstream lessons.
7. Update staff regularly regarding the status of individual students.

DG 1125

Senior Learning Support Assistant Person Specification

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| Responsible for | Providing excellence in tailored support and care in our tiered inclusion provision. |
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All staff at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

Selection Criteria

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| Training Qualifications and Experience | <p>Candidates must demonstrate that they have:</p> <ul style="list-style-type: none"> • Level 2 qualifications in English and Maths are <i>essential</i>. • Level 3 and/or Degree qualifications are <i>desirable</i>. • Qualifications in one or more specific evidence based interventions such as Catch-Up Literacy, Catch-Up Numeracy, ELSA, or EBSA. • Experience of working with students with special educational needs and disabilities, including those with EHCPs • Competence in using ICT, including communication, word processing, spreadsheet and presentation software. • Willingness to complete the HLTA qualification. |
| Personal, Professional Qualities and Attributes | <p>Candidates should demonstrate that they</p> <ul style="list-style-type: none"> • can support the Head Teacher in fulfilling the School Vision and Plan. • have the ability to work in partnership with other members of a team. • through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. • have highly tuned organizational skills. • can communicate clearly and precisely. • can work collaboratively with others; • seek and act on feedback from others. • communicate effectively with, and command the confidence and respect of students and parents/carers. |
| Professional Knowledge and Understanding | <p>Candidates should demonstrate that they have</p> <ul style="list-style-type: none"> • a deep knowledge of the needs and barriers that exist for students who are less able or have specific learning needs. • a deep understanding of the academic, social, emotional, physical and mental health barriers that students face, and of the most effective forms of provision and support. • a knowledge of current educational issues, including national policies, priorities and legislation – specifically the new SEN Code of Practice and the introduction of the EHCPs; • knowledge in specific evidence-based interventions which have a proven record of success. |

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| | <ul style="list-style-type: none">• effective strategies for maintaining and developing high standards of attainment, behaviour and attendance;• an understanding of best pedagogical practice in teaching students who are less able or have specific learning needs.• a strong grasp of the principles and practice of educational inclusion, diversity and access. |
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DG 01-17