



Job Description

Learning Support Assistant (Sensory Room)

Reporting to:	Headteacher, Senior Leadership Team, SENCO, Head of Department and Class Teacher as appropriate.
Purpose:	<p>To be part of the learning support service, supporting the inclusion of pupils with Special Educational Needs Disabilities (SEND) through the academic, personal and behavioural elements of school life, adapting and delivering support to meet individual needs.</p> <p>To provide timetabled support and guidance to SEND students with a range of complex needs and advance students learning in the sensory room and a range of classroom settings, providing ongoing support outside the classroom with one-to-ones and group sessions and specialist enrichment programmes.</p>
Areas of Responsibility:	<p>Sensory Room/ On Call/ Ready to Learn:</p> <ul style="list-style-type: none"> • To ensure the sensory room is used in a manner that proactively supports and responds to the student's sensory needs. • To actively supervise and engage pupils in sensory activity when using the sensory room. • Support safe use of the sensory room and to engage in learning according to the pupils needs. • Support the Ready to Learn Team engaging with pupils to identify pastoral issues and ensure pupils are ready to learn and following school policies. • Ensuring pupils arrive at lessons on time, escorting where necessary. • Supporting pupils to regulate outside the classroom when using their time out pass. • Checking in with pupils throughout the day to ensure they remain calm and engaged in learning. <p>Supporting pupils:</p> <ul style="list-style-type: none"> • To assist the SENDCo and team to develop ambitious and stretching targets for students with a range of needs. • To work with the SEND team and teachers to implement Learning Support Plans/ Pupil Passports and develop resources for students who have Special Educational Needs (SEN), an Autistic Spectrum Disorder (ASD), English as a second language (EAL), speech or language impairments (SLCN) or behaviours that interfere with learning and/ or relationships (SEMH).

	<ul style="list-style-type: none"> • To contribute to Annual Reviews, Learning Support Plans and other reporting to outside stakeholders as required. • To support learning and personal development through one-to-one and small-group teaching, and other supportive relationships. • To deliver individual and group intervention programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes. • Support students to manage transitions in their lives. • Respond to the needs of pupils who have experienced trauma. • To observe, record and feedback information on student performance. <p>Supporting Learning & Inclusion:</p> <ul style="list-style-type: none"> • To promote inclusion and acceptance of all students in the school, including those with learning, physical, or social and emotional difficulties. • To support student's successful transfer between educational establishments and at key stages in their learning. Support with the transition of new and mid-term entrants to the school. • Support the inclusion of those students with SEND in relation to their Social, Emotional and Mental Health. • To assist with classroom teaching, supporting children with specific needs to facilitate their understanding of mainstream teaching and learning. • To plan, deliver and assess small-group and one-to-one teaching and interventions. • To monitor the 'whole child', including the social and emotional well-being of vulnerable students. • To assist in creating materials for curriculum delivery and display boards. • To reinforce expectations at all times and challenge poor behaviour within and outside the classroom. • To support extracurricular activities including homework support, supported lunchtime and after-school enrichment activities. <p>Work in Partnership:</p> <ul style="list-style-type: none"> • To work with teachers to assess the needs of individual children. • To develop and maintain appropriate contact with the families and carers of students with SEND needs and to keep them informed about the pupil's progress, and to secure positive family support for the pupil. • To contribute to the safeguarding and protection of children and young people from abuse.
--	--

	<ul style="list-style-type: none"> • To meet regularly with the line manager to discuss key students and other LSA activities, make use of advice and supervision to develop competencies. • To communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision. • To keep other professionals accurately informed of progress or concerns they may have about the pupils they work with. <p>Other Support:</p> <ul style="list-style-type: none"> • To supervise students in playgrounds, lunchrooms, and around the school building. • To assist with follow-through for related services, e.g., speech/ language therapy, occupational therapy, physical therapy. • To complete the administrative duties relevant to the role of learning mentor; including planning, record keeping, data entry and reports. • To maintain student and family confidentiality at all times. • To attend regular meetings, training and briefings, as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision. • Where required, to cover for absent colleagues and ensure the school runs smoothly. • To undertake other reasonable duties as directed by Line Manager/ SLT. • First Aid and Invigilation as required (and support with Exam Access Arrangements) <p>School Culture:</p> <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support and contribute to its Catholic mission and ethos and to encourage and ensure staff and students follow this example. • Help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships. • To attend relevant in-service training. • Actively promote, comply and adhere to all school policies. • Demonstrate willingness to support new initiatives within the school. • Participate fully in training, learning development and the school's performance management system for support staff.
--	--

Supervision:	To work under the supervision of the classroom teacher, taking large or small groups as appropriate.
Disclosure level:	Enhanced
Contract:	Permanent/Full-Time (35 hours per week) Term-Time (39 weeks to include 5 Inset Days)
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.	

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signature of post holder: _____

Date: _____