



SHENFIELD HIGH SCHOOL

Learning Support Assistant

Required September 2023

35 hours per week term time plus inset day.

Scale 5 – point 9 to 12 £23,194 to £24,496 plus £663 outer London fringe allowance. Pro rata £19,347 to £20,403. Scale 6 if HLTA qualified.

Required for September 2023 a Learning Support Assistant who can offer in class and intervention level support.

The successful candidate will have experience working within SEND. This experience will have provided you with the tools and experience to deal with challenging behaviours and to support others in doing the same whilst always keeping a focus on inclusion.

You will benefit from working within our SEND team but in close partnership with our Pastoral Team; the staff in both teams are very experienced, skilled and committed.

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line. The school's location attracts outer fringe London allowance.

If you would like an informal discussion about this position and/or a pre-application visit please contact the Headteacher's PA, Mrs Watson:
c.watson@shenfield.essex.sch.uk

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

- Closing date for applications: 3rd July 2023 (midday)

For an application form please visit our website or contact our HR Manager Mrs Whordley k.whordley@shenfield.essex.sch.uk

JOB DESCRIPTION

This role is responsible to the SENCo

- Supervise and provide particular 1:1 support for pupils, including those with special needs, ensuring safety and access to learning activities.
- Assist with the development and implementation of Individual One Plans/Behaviour Plans, Risk Assessments, Consistent Management Plans for a designated group/form.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by teachers.
- To promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Set challenging and demanding expectations to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- Provide feedback to students in relation to progress and achievement under the guidance of teachers.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.



Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the role will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • GCSE grade C/4 or Level 2 equivalent functional skills in English and Maths 	<ul style="list-style-type: none"> • Educated to Level 3 and beyond • First Aid Trained • L2 safeguarding
Experience	<ul style="list-style-type: none"> • Experience of working with children within a secondary school setting • Experience of working with SEND children 	<ul style="list-style-type: none"> • Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behavior • Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.
Knowledge and Skills/Qualities	<ul style="list-style-type: none"> • Knowledge and understanding the SEND Code of Practice • Effective and professional communication skills with the ability to engage young people. • An ability to understand the principles of learning processes and in particular barriers to learning. • The ability to recognise and be sensitive to the individual needs of students • Ability to uphold and promote the ethos and values of the school • Commitment to safeguarding and equality • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Flexible and adaptable 	<ul style="list-style-type: none"> • Confident in the use of ICT as an educational engagement tool and in the tracking and reporting of student progress • Evidence of professional development relevant to the post

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature:

Date:
