**JOB DESCRIPTION**

**Job Title:** SEND Learning Support Assistant

**Grade:** 2 - SCP 15-17

**Salary:** £17982 - £18672 pro rata

**Hours/Weeks:** 37 Hours per week, term time only – dependant on SEN Funding and child attending Valley Road Academy

**Job Location:** Valley Road Academy

**Responsible to:** SENDCO

**Day to day management/supervision:** Class teacher

**Guidance and Support:** Qualified Teacher of VI

**Purpose of Job:**

* To Work with teachers as part of a professional team to support the learning, educational progress and inclusion of pupil with a visual impairment, with the aim of narrowing any attainment gap they have with their fully sighted peers on entry to school.
* To give assistance to pupil with a visual impairment so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life.

**Main Responsibilities / Duties**

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons:

* Work in partnership with the teacher in the planning of lessons including the adaptations, materials and direct support that visually impaired pupils will need to be included and make progress.

Support delivery of learning by:

* Providing direct support as agreed with the teacher (and QTVI). This may include pre-tutoring support to ensure pupils have the necessary knowledge and familiarity with the resources, skills and concepts to be used in the lesson. It may also involve post-tutoring to check understanding, and reinforce key learning points.
* Adapting resources and teaching materials as necessary so that the pupil is able to access the key points of a lesson and achieve the objectives set for him or her, as far as possible independently.
* Developing skills in the use of specialist formats (e.g. Braille) as appropriate.
* Supporting the pupil in participating in class teaching activities, providing support to groups as appropriate to encourage independence and social interaction.
* Using praise, assistance and encouragement to motivate the pupil and to help them stay on task.
* Supporting the pupil understanding of any follow up tasks set by the teacher.
* Taking lesson notes from the board, where required, to support the VI pupils’ understanding and inclusion.
* Overseeing the VI pupil's work in practical activities where safety is a consideration.

**Support the teacher in evaluating the VI pupils’ learning and access by:**

* Providing constructive feedback to the teacher on the how the VI pupil has responded to the lesson.
* Discussing with the teacher any difficulties experienced in providing the support the pupil(s) needed.
* Providing information on how well the child is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult.

**Implementing Individual Learning Programmes for Pupils**

* Support the development and implementation of personalised plans focused on delivering priority learning targets. This will be achieved by:
* Working with the SENCO, class teacher, and QTVI and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
* Reinforce mobility and independence skills under the guidance of a pupil’s mobility specialist.
* Delivering the agreed programmes under the guidance of the teacher, SENCO and the QTVI
* Providing feedback to relevant colleagues about the pupil’s progress towards targets and the effectiveness of the programme in securing this and the pupil’s engagement.

**Observing and Reporting on Pupil Progress**

* Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new personalised plans.

**Using Technology to Support Pupils’ (or the Pupil’s) Learning**

Support the use of technology and optical aids to promote the pupil’s learning by:

* Checking that any equipment used by the pupil is functioning properly.
* Developing skill in the use of specialist equipment used by a VI pupil, including software applications.
* Taking steps to ensure any problems with equipment are dealt with as quickly as possible.
* Promptly informing the teacher/technician if there are any problems.
* Supporting the pupil(s) and staff in the use of technology, encouraging pupils to use the equipment independently.

**Supporting Children’s Emotional and Social Development**

Support pupils’ social and emotional development by:

* Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
* Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
* Encouraging pupils to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
* Observing how pupils express their feelings and emotions and relate to others and feedback to the teacher and/or SENDCO, recording any findings accurately.
* Delivering programmes designed by specialists to support this area as appropriate.
* Encouraging other pupils to develop an understanding of the needs and skills of a VI pupil.

**Learning Environment**

* Working with colleagues to ensure the classroom provides a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors.

**Continuing Professional Development**

* Participate in training and other learning activities to develop the competencies to effectively support VI pupils and to ensure knowledge and skills are kept up to date.

**General Requirements**

* Attending and participating in training and development activities as required.
* Participating in professional development and review.
* Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
* Being an effective role model for the standards of behaviour expected of pupils.
* 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.

The post holder must promote and safeguard the welfare of the children and young people that they are responsible for, or come into contact with.

The postholder must act in compliance with data protection principles in respecting the privacy of personal information held by the trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of trusts records and information.

The post holder must carry out their duties with full regard to the Trust’s Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Trust Policies.

The postholder must comply with the Trusts Health and safety rules and regulations and with Health and Safety legislation.