



**STAINDROP**  
ACADEMY



# **SEND Learning Support Assistant**

Start Date: March 2025

Your child is our child

## Welcome from the Headteacher

Our ethos is built upon a tradition of excellence for the wellbeing, achievements, aspirations and success of our young people. Every child matters at Staindrop Academy and we want them to be happy, valued and successful to fulfil their potential and develop the skills and attributes to succeed in their next steps.

We are keen for our pupils to develop as confident, responsible and considerate individuals who excel and make a lasting contribution within and beyond their school life. We are extremely proud of their outstanding achievements in all walks of life. Our pupils are the finest ambassadors, demonstrating what can be achieved through hard work and a positive attitude. The day-to-day atmosphere of Staindrop is warm, friendly and orderly and visitors always comment on the calm and purposeful atmosphere that pervades every aspect of school life.

At Staindrop Academy we are here to prepare every pupil to face the challenges of the 21<sup>st</sup> Century and to be:

- Happy, valued and successful
- Well-rounded individuals
- Valued members of the school community and wider society

We are passionate about our school and want to ensure that our staff share the same passion, values and drive.

If you aspire to educational excellence, demand the highest of standards and are looking to contribute to the success of a rapidly growing school, then we look forward to welcoming you to Staindrop Academy.

**Mrs S. Mitchinson**  
**Headteacher**

## The SEND Department

*“Academic and Personal development for all, regardless of ability”* is the ethos of the SEND department at Staindrop Academy. As a department, we recognise the diverse and individual needs of our students and take into account the additional support required.

We work alongside staff to ensure inclusivity and are committed to ensuring that students with SEND achieve their full potential through positive intervention: removing barriers to learning, raising expectations and accelerating levels of achievement underpinned by our principle of being *‘NICE – Naturally Inclusive, Caring and Equal’*.

## The Person

- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

## Job Description

<b>JOB TITLE</b>	SEND Learning Support Assistant
<b>CONTRACT TYPE</b>	Temporary (Subject to student led funding Term Time Only)
<b>ACCOUNTABLE TO</b>	Subject Leader / Senior Leadership Team
<b>GRADE</b>	Grade 4 SCP 5 ( 5 – 8)
<b>HOURS</b>	30hrs Actual Salary £17,346.53 <b>Working pattern to be agreed upon appointment</b>
<b>REQUIRED</b>	March 2025

### RESPONSIBILITIES OF ALL POST HOLDERS

#### ETHOS

**Employees are expected to support and contribute to the school ethos.**

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

#### GENERAL EXPECTATIONS

**Employees will:**

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.



## RESPONSIBILITIES FOR ALL SUPPORT STAFF EMPLOYEES

### Support Staff will:

- Maintain personal expertise, to be a role model and promote high expectations for all members of the school community through your role within the structure.
- Model the values, ethos and vision of the Trust.
- Contribute to the overall ethos, work and aims of the Trust.
- Maintain at all times the utmost confidentiality with regard to all records, personal data relating to staff, pupils and other information of a sensitive or confidential nature.
- Attend relevant meetings as required.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, confidentiality and data protection, reporting all concerns to an appropriate person.
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times.
- Be aware of, and support, difference and ensure that all pupils have access to opportunities to learn and develop.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- Attend any training courses relevant to the post, ensuring continuing, personal and professional development.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

## SPECIAL CONDITIONS OF THIS POST

### Specific Conditions of this post are:

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection of children and vulnerable adults, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To carry out duties with full regard to the Trust's Equal Opportunities and Dignity at Work Policy.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before any appointment can be confirmed.

## RESPONSIBILITIES FOR THIS POST HOLDER

### SEND Learning Support Assistants' will:

- Work in partnership with teachers and other professionals to provide effective support for learning activities, tailoring support to the needs of the students if necessary.
- Support planning and delivery of the curriculum for students.
- Offer students varied and purposeful extended day activities in and out of school.
- Contribute to the planning, preparation, maintenance and evaluation of learning activities and environment, identify areas of improvement and new developments as necessary.

- Promote and assist with the development of core literacy and numeracy skills.
- Monitor, assess, report and maintain records of students and their performance.
- Work with small groups of students and individuals both within the classroom and during withdrawal sessions.
- Provide appropriate support and care for students throughout the day, including break and lunchtime monitoring and pre-post academy activities as necessary.
- Attend meetings about students as required.
- Invigilate internal and external tests and examinations under formal conditions.
- Accompany and supervise students on trips and visits as appropriate.
- Liaise with parents/carers and outside agencies as appropriate.
- Follow Academy policy regarding care, support and supervision of students.
- Support the SEND review process by creating, monitoring and reviewing SEND support plans.
- Liaise with SEND staff and leadership as necessary.

## SPECIFIC RESPONSIBILITIES OF THIS POST

### SEND Learning Support Assistants' will:

- Inspire students with additional needs.
- Be responsible for ensuring that all students with additional needs both academic and medical are supported both in and out of the classroom.
- Work and support vulnerable students and students who have additional educational and medical needs on a 1:1 basis.
- Work as part of the SEND Support and the Academy's pastoral team.
- Lead small group interventions, including literacy and/or numeracy.
- Have an oversight of medical conditions alongside lead Academy staff.

## COVER RESPONSIBILITIES FOR SEND LEARNING SUPPORT ASSISTANTS

### All SEND Learning Support Assistants will:

- To supervise students in class during absence of their class teacher (short term) in accordance with school policy.
- To promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with the code of conduct, encouraging students to take responsibility for their own behaviour.
- To administer clear instructions to the class, based on the detailed work set, and actively supervise students as they carry out the instructions.
- To provide objective and accurate feedback to the teacher on the conduct of the lesson.
- To take class registers.
- To liaise with the subject leader, where possible, to ensure that instructions are clarified.
- To liaise with teaching assistants regarding individual students being supported in class.
- To provide feedback on learning activities.
- To make appropriate use of equipment and resources and support the use of ICT.

- To work co-operatively with the admin and support teams and provide assistance as necessary to all parents, students, staff, governors and other relevant stakeholders.
- To supervise students on visits, trips and out of school activities that fall within the normal hours of work of the post holder.
- To supervise student's out of school hours learning activities that fall within the normal hours of the post holder.
- To assist with the supervision of students during breakfast, break and lunchtimes.
- To maintain and update classroom and corridor displays as required.
- To invigilate exams as required.
- To act as a learning mentor to students.
- To respond to any questions from students about process, procedures and their work.
- To deal promptly with problems and incidents in line with policies and procedures, encouraging students to take responsibility for their own behaviour.
- To report, using the school's procedures, on student behaviour and any issues arising.
- To attend training and supervision as deemed appropriate for safe effective practice.

**The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.**

# Person Specification

	Person Specification	Essential	Desirable
APPLICATION	A well-structured letter of application indicating interests and strengths in the subject	*	
	Fully supported in references	*	
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Educated to G.C.S.E Grade C or higher in English and Maths	*	
	A Teaching Assistant qualification at NVQ Level 3 or its equivalent		*
	Recent and relevant in-service/professional development in SEND		*
	Ability to use ICT as a learning tool		*
	Commitment to further study including any in-service training during the last three years	*	
EXPERIENCE	Ability to demonstrate high standards student support	*	
	Knowledge of a wide range of SEND difficulties and their impact on learning	*	
	Knowledge of the use of data to inform planning, measuring progress and to aid target setting and improving performance against identified outcomes.		*
	Experience of multi-agency working and liaison with outside agencies and the Educational Psychology Services.		*
	To have knowledge or experience of 'Restorative Practices' to resolve issues with students.		*
	Working with KS3/4 students in a school environment	*	
	Experience of working with autistic students		*
QUALITIES & VALUES	A drive to make learning fun, engaging and exciting	*	
	The ability to inspire others and share good practice	*	
	Good communication skills with the ability to relate effectively to all ages and abilities	*	
	A commitment to promoting inclusion	*	
	Ability to provide and present evidence for statutory assessment and annual reviews.	*	
	Ability to provide advice to school staff and liaise with parents/carers.	*	
PERSONAL ATTRIBUTES	Ability to work under pressure and retain a sense of humour	*	
	Ability to work as team member to achieve common goals	*	
	Initiative, energy and perseverance	*	
	Enthusiasm and self-confidence	*	
	Personal presence and impact	*	
	Ambition to go on to a position of responsibility		*

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.



# Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **9am, Monday 06<sup>th</sup> January 2025 addressed to:**

**Mrs S. Mitchinson  
Staindrop Academy  
Cleatlam Lane  
Staindrop  
Darlington  
DL2 3JU**

or by e-mail to the School Reception, [reception@staindropschool.com](mailto:reception@staindropschool.com)

## AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

## REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

## DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

## PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

