

JOB SPECIFICATION

DEPARTMENT:	Department of Education
POST:	Special Needs Learning Support Assistant (SNLSA)
BASED AT:	Schools, College, Special School, LSFs and Nurseries and Out-reach/In-reach schools and other Educational Institutions
RESPONSIBLE TO:	Headteacher or delegated representative
ACCOUNTABLE TO:	Director of Education; delegated to Headteacher

KEY RESPONSIBILITY:

To assist and support teachers with the learning and welfare needs of pupils, with SEN and/or nursery children on a one-to-one basis or in groups.

JOB DESCRIPTION:

As identified through the programmed planning process and under the direction, supervision of a teacher, when a student cannot, or should not, perform the following activities independently, the Special Needs Learning Support Assistant will, as required:

- Assist either identified individual students on a one-to-one basis or groups of students in their learning.
- Assist students with their welfare and emotional needs.
- Assist with the formulation of individualised or group learning programmes.
- Assist the teacher in the delivery of individualised or group learning programmes.
- Advise the teacher, where appropriate, on the impact of individualised or group learning programmes.
- Advise the teacher, where appropriate, on a student's specific learning, behavioural, emotional and personal care requirements.
- Assist students with physical and mobility challenges by lifting and positioning, exercising, transferring from or to transportation, as specified in a Care Plan.
- Ensure a safe and respectful environment when meeting personal hygiene needs of students.
- Assist students with welfare routines, i.e., toileting, dressing, feeding, and personal hygiene.
- Assist in the operation of support equipment, including lifts and assistive technology.
- Assist with the transit and support of children on Out-reach and In-reach programmes.
- Assist with the preparation of resources for pupils who are directly being supported.
- Prepare resources as directed by the teacher and assist pupils in their use.
- To use ICT equipment for the preparation of resources and assist students in its use.
- Prepare the classroom for lessons and clear up afterwards as directed.
- Monitor children in the LSF during break time.

- When a student is unable to self-regulate his or her behaviour, the Special Needs Learning Support Assistants will, under the direction and supervision of the teacher, support the implementation of identified behaviour management programmes and generally assist and support the teacher to:
- Model and encourage respect for self and others.
- Promote or facilitate positive interactions among all students.
- Provide information and observe pupils as directed (e.g., frequency of a particular behaviour, on/off task information) where required and assist with programmed support when specifically directed and monitored by a teacher.

PERSON SPECIFICATION – SPECIAL NEEDS LEARNING SUPPORT ASSISTANT

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications:	<ul style="list-style-type: none"> • 4 GCSE's at grades A, B or C, one of which must be English Language. • Willingness to participate in other development and training opportunities 	<ul style="list-style-type: none"> • GCSE Mathematics at grades A, B or C, would be an advantage.
Experience:	<ul style="list-style-type: none"> • If not in possession of 4 GCSE's, candidates will be eligible to apply if they are currently on the Department of Education's SNLSA supply list. • Relevant work experience in a similar background. 	<ul style="list-style-type: none"> • Experience of working with children with SEN or Nursery. • Basic understanding of child development and learning.
Key Skills and Behaviours:	<ul style="list-style-type: none"> • Good numeracy skills. • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to effectively use ICT to support learning, or to undertake training to do so. 	<ul style="list-style-type: none"> • Understanding of First Aid procedures.
Other Requirements:	<ul style="list-style-type: none"> • A positive interest in working with children. • Able to work as part of a team. • Adaptability. • Ability to work calmly and with patience to build positive relationships with both students and teachers. 	