



Job title: Learning Support Assistant (Special Needs)

Salary / grade range	Level 2 SCP 5-6
Location	Co-op Academy Southfield
Reports to	Senior Leadership Team

Purpose of role:

- To complement and proactively support the teacher in planning, delivering and assessing a differentiated and suitably challenging curriculum.
- To complement and proactively support personalised programmes: interventions and therapies (including feeding, hydrotherapy, personal hygiene, mental health, physical health and behavioural).
- Work within school policies, procedures and code of conduct under the direction and guidance of line manager and within an agreed system of supervision. This will include but is not limited to;
 - 'Safeguarding and Child Protection Policy' in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.
 - Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

Key accountabilities (and specific duties / responsibilities):

- To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.
- To be accountable for the support, progress and supervision of students within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures e.g. raising safeguarding concerns at the earliest opportunity and participation in school reporting protocols.
- Assist with the implementation of individual students' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including personal hygiene, moving



and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.

- Deliver health interventions deemed appropriate to the role. (see Appendix 1)
- Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.
- Be adaptable and responsive, promote self-esteem, engage and motivate students.
- Prepare, create and maintain a purposeful, orderly and supportive learning environment to minimise barriers to learning. Take responsibility for the care, storage, preparation, maintenance and use of equipment, including specialist resources such as communication aids, multi sensory equipment, moving and handling aids, physiotherapy and medical equipment.
- Ensure familiarity with students' learning intentions and the school's recording system in order to proactively and accurately contribute to the assessment of progress. Feedback constructively to students, the teacher and other relevant colleagues.
- Ensure familiarity with student's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at earliest opportunity e.g use positive strategies.
- Support with physical interventions whenever required following Team Teach training. Report incidents of challenging behaviour in line with the school's policy and reporting systems and offer prompt assistance to colleagues as/when required.
- Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, Ofsted representatives, school reviewers & other professional partners.
- Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Support students with their use of ICT, as directed by the teacher, and develop student's competence and independence in its use.
- Use IT to support the teacher and other senior staff with recording and reporting e.g. uploading photographs and data input for assessment purposes.
- Support students outside of lessons e.g. support learning during lunch/break times, accompany staff and students on visits and out of school activities; taking responsibility for a group under the leadership of the teacher.
- Contribute positively to our school ethos and the overall vision, values and guiding principles of the Campus and Trust.
- Engage professionally with training courses and opportunities provided either by the school or external providers. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date. This will involve collaboration within class teams, taking an active part in team meetings and planning discussions.
- Participate in your own performance development, identify and address any training needs and monitor performance development through active engagement with line manager.
- Carry out any other reasonable request as and when required.



Personal attributes		
Attributes	Essential (E) Desirable (D)	How measured: Application form (A) Interview (I) Written task (W)
Qualifications <ul style="list-style-type: none"> NVQ2 for Teaching Assistants or equivalent qualification GCSE English and Mathematics Grade C/4 or equivalent Qualifications relating to post e.g. health, children, practical skills, first aid, minibs driving, food hygiene. 	Essential Desirable Desirable	A A A
Experience <ul style="list-style-type: none"> Experience of working with students with special educational needs Experience of working as part of a team Experience of positive behaviour management and physical intervention Team Teach trained Experience of using of hoists and physical positioning equipment Trained in Moving and Handling Experience of therapy and health interventions 	Essential Essential Essential Desirable Desirable Desirable Desirable	I/A I/A I/A I/A I/A I/A I/A
Skills, Ability, Knowledge <ul style="list-style-type: none"> Evidence of previous personal development An understanding of the needs of students with Special Educational Needs, and the issues they may face Willing and able to meet the physical and personal needs of students e.g. by using hoists and completing personal care The ability to provide a range of care including some medical interventions (with training) Understanding of child development and learning Familiar with strategies specific to Autism, ADHD, sensory impairment, alternative communication 	Essential Essential Essential Essential Essential Desirable	A/I A/I A/I I A/I/W A/I



systems, developmental play, early literacy and numeracy strategies.		
Personal Qualities <ul style="list-style-type: none"> • Willingness to undertake development and training and then apply the skills and knowledge within the role • Ability to relate well to students and adults • Ability to work constructively and proactively as part of a team: share the workload, remaining calm under pressure, showing positive listening skills, accepting & following class responsibilities • Flexibility and readiness to respond constructively to change • Mental resilience to meet demands of role e.g. extended periods of challenging behaviour or multiple personal care duties • Adaptability & readiness to participate enthusiastically alongside students in all activities, including sport and performance • Trained in areas relevant to post e.g. Child Protection, IT, Epilepsy, Makaton, PECs, Intensive Interaction. 	Essential Essential Essential Essential Essential Desirable	A/I/ A/I/W A/I/W A/I/W A/I/W A/I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Appendix 1

Bradford District Achievement Partnership Agreed Delegate tasks Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;



- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
 - Administer adrenaline auto-injectors (e.g. Epipens).
 - Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
 - Assist with inhalers, cartridges and nebulisers.
 - Emergency treatments covered in basic first aid training, including airway management.
 - Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
 - Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
 - Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP).
 - Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
 - Bolus or continuous feed via naso-gastric tube or gastrostomy.
 - Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
 - Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) ask carol e.g ileostomy.
 - Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document 'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,' Royal College of Nursing, 2018.