
Role:	Complex Needs Learning Support Assistant
Grade:	C
Working hours:	33.75 – Monday - Friday 8.15-15.30
Working Weeks:	Term time plus 1 additional week; Monday – Friday or as instructed by the Headteacher/your line manager
Reports to:	Deputy SENCO

This role profile does not define in detail all the duties and responsibilities of the post. Your attention is drawn to the Crofton School Staff Handbook, which gives details of current school routines.

Job Purpose:

We are seeking capable, proactive and caring individuals to provide practical and personal support to a student with complex health needs.

The role is for Complex Needs Learning Support Assistants (CNLSAs). They will be working as an integrated member of the school's student support team but predominantly working within a small team to support an individual student.

The CNLSAs will closely monitor the student to ensure their wellbeing; and support their learning and communication; to maximise their educational and social opportunities.

Roles and Responsibilities:

To support and develop the student's learning across the curriculum:

- Facilitate the student's inclusion and promote their independence within lessons.
- Liaise with subject teachers, preparing suitable work, implementing lesson plans and providing feedback to teachers and the student as required e.g. physical adaptations, use of IT.
- Complete training on strategies for alternative methods of recording, including use of hardware and software.
- Keep records and review the student's progress (including attendance, behaviour and learning) and prepare confidential progress reports on the student as necessary.
- Contribute to annual reviews of the student, attend Review Meetings and Case Conferences as required.
- Contribute information towards the compilation of a Student Profile Document.
- Attend and assist and consider adaptations (including risk assessments) that will enable the student to fully participate in special activities and extra-curricular activities across the school, such as sports days, plays, concerts, open days, day trips, and educational visits.
- Arrive promptly to ensure all the students needs are met through the school day.
- Be flexible with their role and timetable; for example, in the event the student is absent then cover internal absences across the school.

- Establish effective relationships with the student's family/carers, providing a contact point between the school, student and family/carers.
- Provide support for the student's emotional and social needs and encourage and role model positive behaviour in line with the school's behaviour policy, addressing any behavioural issues as they arise in accordance with school policy.
- Provide invigilation cover and examination support for the student as they will need special arrangements.
- All training sessions advised by the SENDCo must be attended within the timescales defined and successfully completed.
- Working with outside agencies e.g. Health, Occupational Therapists, Physiotherapists, Speech & Language Therapists and Specialist Teacher Advisers.
- Contribute where possible to both the School Improvement Plan and Department Development Plan and to the School Special Educational Needs Policy.
- Undertake any other duties as may be reasonably allocated within the purview of the post by the Headteacher or delegated officer.

To support the student's medical and personal needs:

The Complex Needs Support Assistants (CNLSAs) will undertake the following responsibilities with training and when deemed competent by an appropriate Registered Nurse/therapist and/or with professional supervision where appropriate:

- Work in a sensitive manner within the classroom setting to maximise integration with the student's peer group. Provide advice/support in this area to other members of the team as needed and as appropriate.
- Establish a supportive relationship with the student and use appropriate techniques to promote/reinforce their self-esteem and foster increasing independence and/or self-management of their care needs.
- Continually monitor the student's condition and act accordingly/put emergency procedures into action if there are signs that their condition is deteriorating.
- Accurately record and maintain relevant documentation following agreed standards and using the appropriate paperwork.
- Work positively and effectively with internal and external colleagues in multi-agency settings to maintain effective working relationships and promote team working and assist education and health care professionals with the education, support and inclusion of the student.
- All training sessions advised by the SENDCo must be attended within the timescales defined and successfully completed.

To support and develop the student's communication and social skills:

- Complete training on Alternative and Augmentative Communication (AAC), Makaton/SSE signing, and an electronic communication aid.
- They will support this student by being a communication partner, modelling and encouraging the use of AAC and an electronic communication aid, as appropriate.
- Liaise with school staff regarding planning and implementation for AAC within school, including identifying relevant vocabulary to be added to the student's electronic device to reflect changes in the student's needs, likes and subject areas.
- Use IT to facilitate the student's communication through access to software for signing and editing the communication aid.
- Work with outside agencies e.g. Speech and Language Therapists and Specialist Teacher Advisers.

Contacts

- Respect the confidentiality and privacy of students and staff at all times.



- Work closely and share information as appropriate with Designated Safeguarding Lead, Leadership Team, pastoral staff and the SENDCO.
- Internal (in school) – students, other colleagues, teachers, SLT, HoYs, Welfare Officer, members of the governing body.
- External (outside school) – Parents/Guardians, Trust, Education Welfare Officer, other LEA specialist colleagues, students

Safeguarding and Confidentiality:

- Be aware of and comply with policies and procedures relating to student protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The role has a high confidentiality component and needs to hold the trust of both the students and colleagues. It may include acquiring information on student protection/family sensitive issues which must be treated carefully and appropriately.

Health and Safety:

- Be fully aware of health and safety regulations.
- Be familiar with fire and other similar evacuation procedures and to act in accordance with them in any emergency situation.
- Take responsible care for the health and safety of yourself and others who may be affected by your actions or omissions at work.
- Undertake appropriate risk and other assessments are completed and documented in a timely manner in accordance with school policy.
- Cooperate with any requirements to adhere to Statutory or other safety regulations.

Additional Duties:

- Carry out any additional duties as may be reasonably required by the Headteacher or your line manager.

Review:

This role profile will be reviewed annually during the performance management and may be amended after consultation.

Date Reviewed:

Reviewed by:

Additional notes:



Person Specification

Education, Health and Care Learning Support Assistant



CROFTON SCHOOL
KINDNESS AMBITION DILIGENCE

Education, Health and Care Learning Support Assistant should be able to produce evidence of:		
Skills, knowledge and aptitudes	• Good communication and interpersonal skills to be able to communicate effectively. • Ability to build/sustain relationships with a range of individuals including, students and young people, colleagues, other practitioners and professionals. • Ability to advocate on behalf of the student and raise the needs of the student appropriately. • Empathy and understanding of educational needs of students with special medical and educational needs and the ability to effectively support these needs. • Professionally discreet and able to respect student confidentiality. • Able to be trained to use medical technology/equipment in order to be able to provide safe health care support to students. • Able to use ICT effectively to support student learning.	E E E E E E
Qualifications and training	• Level 2 qualification in English and Maths • Qualified to A level/NVQ3 or equivalent level of qualification or experience • Level 2 or 3 Qualification in Health and Social Care • Knowledge of educational legislation, guidance and legal requirements. • Knowledge of Equal Opportunities and Human Rights legislation. • Knowledge of Data Protection legislation	E D D
Experience	• Experience of having worked in a pressurised environment. • Relevant personal and professional development	E D

Personal attributes	• Displaying a calm and practical manner under pressure and to be a person of integrity. • Able to work independently and in a team, accessing supervision and support as necessary. Be able to maintain confidentiality. • Ability to remain impartial. • Understanding of the requirement to record information to agreed standards. • Sympathetic to the needs of others. • Openness to learning and changing. • Positive attitude to personal development and training.	E E E E E E
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