



## **EDUCATION SERVICE**

### **Learning Support Assistant (permanent/full time)**

#### **Sensory Support Service-Visual**

#### **MAIN PAY SCALE + SPECIAL SCHOOL ALLOWANCE**

### **JOB DESCRIPTION**

The Sensory Support Service-Visual is seeking to appoint for September 2022, an enthusiastic and committed person who is passionate about supporting children and young people with visual impairments and, often, multiple additional disabilities. Experience of working with blind and visually impaired children and young people is desirable for this post. The Learning Support Assistant Level 1 helps young people to access learning and teaching opportunities by offering flexible support to learners, teachers, parents/carers and schools. As a small team member, this role will predominantly be supporting individual students on an advisory basis.

This is a permanent post of 27.5 hours per week working term-time only.

The person appointed will be employed by the States of Guernsey and will be based at Le Murier Secondary School, as this is the Sensory Support Service-Visual's current office and base.

The Education Department recognises Learning Support Assistants as professional members of the Education Service. The postholder will be expected to contribute to the daily life of the school community and to give support to the various activities and functions which take place.

This is an excellent opportunity to work at various venues (homes, day care centres, pre-schools, mainstream and special schools and colleges) to provide individual student support and/or advice for families and staff. The Sensory Support Service-Visual supports children from birth to 19 years of age or age at leaving secondary education. This position requires ability to support with mobility, daily living skills, and compensatory skills, such as Braille.

The current responsibilities of the post are:

## **CURRICULUM:**

- Working with parents, teachers and staff to support the students' learning or on a one to one basis in the case of those with more severe difficulties with accessing visual information/learning.
- Working for some sessions with the direction of a teacher but on an one-to-one basis to modify instruction and/or adapt the environment to accommodate a pupil's visual (and other) capabilities.
- Working with a creative mind set to best meet the needs of the student which might involve alternative activities according to their individual education plan. These activities could include community travel, daily living skills, sensory and IT device techniques.
- Assisting the teacher in coverage of specific areas, such as Literacy and Numeracy, emotional wellbeing and ICT.
- Assisting a student on a one-to-one or a group of students with work presented by the class teacher and reporting to the teacher on difficulties experienced by students with a specific piece of work.
- Observing, monitoring, recording and reporting to the class teacher in order to provide feedback on student responses and progress.
- Participating in school/class curriculum planning as appropriate.

## **PRACTICAL:**

- Supervising work areas and ensuring that they are well maintained and tidy.
- Planning and setting up activities with the teacher, e.g. painting, cookery, workshop.
- Taking responsibility for the display of work, in liaison with the class teacher.
- Assisting with the repair and care of materials and general 'housekeeping' of the classroom/s and associated areas.
- Assisting with games, PE and swimming as required.

## **AIMS & PURPOSES OF THE JOB:**

- To contribute to the overall ethos, work and aims of the school/service
- To work under the direction of the class teacher to support teaching and learning
- To work under the direction of the Habilitation Specialist to support learning of daily living skills and mobility.
- To support and facilitate children and young people's learning and development
- To provide support to the teacher in the management and organisation of the learners and the learning environment
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
- To promote the inclusion of all young people ensuring they have equal access to opportunities to learn and develop

- To be responsible for promoting and safeguarding the welfare of young people within the school/service
- To administer and invigilate exams as required
- To accompany teachers and classes on educational visits and support learners on transition programmes to other schools or on work placement
- To attend and participate in regular meetings and in training and other activities as required
- To monitor and maintain resources providing administrative support for curriculum e.g. photocopying, making lists, producing Braille material and collecting monies
- To keep and update records, information and data, including in SIMS and SAP as required
- To undertake appropriate professional duties which may be required within the scope of the post

## **TEACHING & LEARNING:**

Teaching and learning must take place within an agreed system of supervision. This involves agreeing with the teacher, the role of the LSA, the provision of agreed support and giving feedback to the teacher. Contribution to supporting learning is likely to involve working with individuals and small groups in accordance with arrangements made by the Headteacher/Head of Dept.

- To plan, deliver and evaluate teaching and learning activities within an agreed system of supervision
- To work with individuals and small groups of young people and to take responsibility for their learning and well being
- To work within an agreed system of supervision, working with the teacher to develop lessons, work plans and the learning environment
- To work with individuals or groups of learners on programmes to improve their social, emotional and behavioural skills as well as encouraging self-regulation strategies
- To assist with the development of the learner's ability to access teaching and learning, for example, Literacy, Numeracy and ICT skills
- To assess, feedback and record the achievements and progress of learners through agreed monitoring systems
- To support learners in mixed ability groupings ensuring that they understand tasks and learning objectives
- To develop learning programmes and support gifted and talented learners
- To establish and maintain constructive relationships with teachers, outside agencies and parents/carers by:
  - supporting young people's learning
  - providing constructive feedback on learners' progress and achievements
  - supporting home to school/community links

- To use behaviour management strategies effectively and in line with the school's policy and procedures, which contribute to a purposeful learning environment

### **PRACTICAL AND PERSONAL CARE:**

- To support learners with visual impairment/multiple disabilities or other special educational needs
- To assist with school duties and give support in social areas as required
- To administer First Aid as instructed, and manage First Aid equipment with appropriate training
- To assist with the dispensing of medication in accordance with a medical care plan, with appropriate training
- To care for learners who have been sick or incontinent or who are upset, which may include the changing of clothes and helping dress
- To prepare, use and maintain specialist equipment, plans and resources necessary to support learning activities
- To supervise work areas, including preparing activities and materials and assisting in the design, setting up of displays; where appropriate taking responsibility for display board
- To assist with school events e.g. sports days, residential (if possible)

### **PROFFESIONAL LEARNING AND DEVELOPMENT:**

- To participate in the performance management process
- To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward
- To contribute to school development by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the school Development Plan and the performance management process
- To take responsibility for personal professional development, such as attending the Education Department's Learning Support Assistant initial Level 3 CACHE course to inform and extend professional practice to secure improvements in teaching and learning
- To take training from the consultant Habilitation Specialist and implement her recommendations.
- To train/cascade information to relevant supporters of children receiving input from the Habilitation Specialist.

## **HEALTH, SAFETY AND WELFARE:**

- To comply with procedures on all matters concerning child protection, health, safety and welfare, confidentiality and data protection in accordance with the Education Department's policies and procedures, and to report all concerns to an appropriate person
- To take responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions
- To commit to uphold the Education Department's environmental policies and aspirations for sustainable learning provision

## **Responsible to:**

Teacher in Charge of Sensory Support Service-Visual as line manager, as well as Headteacher/Head of Department, and will work under the direction of the class teacher

## **Accountable for:**

- Supporting high quality teaching and learning as well as emotional and sensory regulation
- Supporting and monitoring progress and attainment of learners under the direction of the class teacher following IEP and personal targets
- Improving and extending professional effectiveness
- Creating a safe environment for learners and to have concern for their welfare and wellbeing whilst under your guidance

The above duties are not exhaustive but the job description is current at the date shown, and is a guide to the work the post holder will be required to undertake. This job description will be kept under review and may be subsequently amended or modified in discussion with the post holder to meet changing circumstances.

The States of Guernsey Education Department is committed to safeguarding and promoting the welfare of young people and expects all employees and unsupervised volunteers to share this commitment. The post holder is therefore required to hold an Enhanced and Barred DBS Certificate and is recommended to be registered with its Status Update Service.

## **KEY CRITERIA:**

### **ESSENTIAL:**

1. GCSE Grade C or Level 2 equivalent functional skills in English and Maths or other appropriate skill set, qualification and/or experience to undertake this specific role
2. A flexible, creative and resilient outlook to supporting young people with significant visual impairments and other physical, sensory and social/emotional needs.

3. Experience of working with learners that present with episodes of challenging and/or escalating behaviours and capacity to manage these incidents and safeguard all accordingly
4. Experience of working with learners with limited communication or alternative communication systems
5. Experience of following a structured and consistent approach to learning (ASD, attachment)
6. Evidence of proficient ICT skills and the confidence and willingness to use and develop them
7. Experience of working with young people and a willingness to work with learners of all ages and abilities including those with moderate to severe learning difficulties
8. The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff
9. The ability to adapt as situations change and to develop and recognise, and be sensitive to, the individual needs of learners
10. The ability to communicate effectively with adults and relate to young people in such a manner that will enhance their self-esteem
11. An understanding of the need for confidentiality and the ability to maintain that confidentiality
12. A willingness to increase own knowledge and understanding of teaching and learning including the skills required to support the learning of young people with social, emotional and behavioural difficulties
13. A willingness to increase own knowledge of and skills in supporting students with SEN

**DESIRABLE:**

14. Current driving licence and own transport
15. Experience and/or qualification regarding support for visually impaired/visually impaired and multiply disabled children and young people.
16. Experience of TEACCH classroom and principles (training also offered in house)
17. Qualification in Team Teach (training available through Department)
18. Experience of working with students with physical difficulties who require a degree of personal care and/or moving and handling (training also offered in house through Institute of Health)
19. First Aid

*This job description may be reviewed and subsequently amended or modified in negotiation with the post holder and should be read in conjunction with the Conditions of Service.*