



## SEND Learning Support Assistant Job Description – Oasis Dowr Specialist Provision within our mainstream school

**Responsible to:** Headteacher / SENDCo / Specialist Class Teacher

**Salary:** In line with Local Authority Support Staff Pay Scale (dependent on experience, role and responsibilities)

### Purpose of the Role

We are seeking a caring, committed and enthusiastic SEND Learning Support Assistant to support pupils within **Oasis Dowr**, our specialist provision for pupils with Social, Emotional and Mental Health (SEMH) needs and Communication and Interaction needs.

Oasis Dowr builds on our successful nurture provision and our Challenge Partners reputation as a SEND area of excellence. Our aim is to create a fully inclusive environment where every child feels safe, valued and able to thrive.

At our school we believe that all children should be able to **Enjoy learning, Engage fully and Excel in their own way**. We are committed to ensuring equity and equality of opportunity so that every pupil receives support tailored to meet their individual needs.

The SEND Learning Support Assistant will work closely with teachers, the SENDCo and other professionals to provide high-quality support that enables pupils to access learning, develop positive relationships and build confidence and independence.

This is an exciting opportunity to join a team of dedicated practitioners who are passionate about inclusion and committed to making a lasting difference for all children.

***We are the CHANGE-MAKERS of OUR WORLD!***

### OUR VISION

***ENJOYING, ENGAGING, EXCELLING***

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

## OUR SCHOOL AIMS

*to live our vision and values through our behaviours - it starts with every one of us!*

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to *be brilliant*.

We support every child to achieve their best **academically, socially and emotionally**.

We are proud to be a **Gold Rights Respecting School**, embedding the principles of respect, dignity, equity and participation across all aspects of school life.

### Key Responsibilities

#### Supporting Teaching and Learning

- Support pupils with SEMH and communication needs to access learning within the classroom and small group settings.
- Work under the guidance of the class teacher to deliver targeted interventions and learning activities.
- Adapt resources and support strategies to meet individual learning needs.
- Encourage pupils to develop independence, confidence and resilience in their learning.
- Support pupils with speech, language and communication needs through structured activities and modelling language.
- Assist in monitoring pupil engagement and progress and share observations with the teacher and SENDCo.
- Support outdoor and experiential learning activities that promote engagement and development.
- To attend staff meetings and school-based inset as required.

#### Pastoral Care and Wellbeing

- Build positive, trusting relationships with pupils to help them feel safe, valued and included.
- Support pupils' emotional wellbeing using trauma-informed and relational approaches.
- Help pupils develop strategies to regulate emotions and manage behaviour positively.
- Support the development of social skills, communication and positive relationships with peers and adults.
- Work closely with teachers, pastoral staff and families to support pupils' individual needs.
- Encourage pupils to develop confidence, independence and a positive attitude towards learning.
- Act as a positive role model, promoting kindness, respect and responsibility.

- To meet the needs of incontinent pupils.
- To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training (e.g. Team teach) and school policies and procedures.
- To encourage acceptance and inclusion of all pupils.
- To encourage acceptance and inclusion of all pupils. To develop methods of promoting/reinforcing the pupil/s self-esteem and to promote independence through the development of self-help skills.

## Creating an Inclusive and Supportive Environment

- Help create a classroom environment where all pupils feel safe, respected and included.
- Support the school's commitment to equity, equality and inclusion.
- Promote positive behaviour and restorative approaches when supporting pupils.
- Encourage pupil voice and participation in line with the Rights Respecting School ethos.
- Support pupils to develop resilience, emotional regulation and self-esteem.

## Working Collaboratively

- Work closely with the class teacher and SENDCo to support effective SEND provision.
- Support the implementation of Education, Health and Care Plans (EHCPs) and individual support strategies.
- Work collaboratively with other support staff and professionals to meet pupils' needs.
- Build positive relationships with parents and carers where appropriate.
- Contribute to a supportive and reflective team culture within the provision.

## Safeguarding

- Promote and safeguard the welfare of children in accordance with school safeguarding policies and statutory guidance.
- Identify and report safeguarding concerns in line with school procedures.
- Uphold the Rights Respecting Schools and the vision and values of the school and support children to understand their rights and responsibilities.
- Maintain high standards of professionalism and duty of care.

## Person Specification

### Essential

- Commitment to inclusive education and supporting all learners to **Enjoy, Engage and Excel**.
- Experience working with children or young people with SEND, particularly SEMH or communication and interaction needs.
- Understanding of trauma-informed and relational approaches.
- Ability to support learning that is engaging and adapted to individual needs.
- Strong commitment to equity, equality and inclusion.
- Ability to work effectively as part of a team.
- Excellent communication and interpersonal skills.
- Patience, empathy and a nurturing approach when supporting pupils.

## Desirable

- Experience working in a specialist provision, nurture or SEND setting.
- Training in behaviour support or restorative practice.
- Experience supporting speech and language development.
- Knowledge of EHCPs and SEND support plans.
- Experience supporting outdoor or experiential learning.

## Personal and Professional Responsibilities

The post holder will:

- Maintain high standards of professionalism, conduct and attendance.
- Work collaboratively with teachers and colleagues as part of a valued team.
- Promote the school's values of **Enjoy, Engage and Excel** in daily practice.
- Demonstrate commitment to equity, equality and inclusive education.
- Engage in professional development and reflective practice.
- Promote safeguarding and the welfare of children at all times.

The duties outlined in this job description may be amended by the Headteacher to meet the evolving needs of the school. The post holder may also be required to undertake other duties appropriate to the role.