

# SEN STUDENT SUPPORT WORKER



Are you passionate about making a real difference in a young person's life? Do you thrive in a role that provides both academic and holistic support to students with learning difficulties and complex needs? If so, we have an exciting opportunity for you to join our dedicated and compassionate team.

A student support worker plays a vital role in assisting individual students with academic, social and emotional challenges. You will play a key role in promoting their academic progress, personal organization, and social skills, helping them reach their full potential.

We are seeking an individual who:

- Can provide one on one or group support to students facing personal challenges
- Will help with study skills, organisation and time management
- Has good communications skills between school, home and external agencies for additional support
- Will advocate for students' needs in academic and social settings
- Offers patience, empathy and a non-judgmental attitude
- Is passionate about supporting students with moderate learning needs including Autism

What we offer:

- Flexible hours, Term time plus teacher training days
- An early finish on Friday
- Pension Scheme
- Well-being package
- Supportive and friendly working environment
- Grade 7, point 11-14 depending on experience. Actual salary £19,246 - £20,190 per annum

This is a fixed term contract role starting **on or before 28<sup>th</sup> April 2025 until August 2026.**

Maplewell currently has 290 students across two sites aged between 11 – 19 years, students who enjoy attending school and are motivated to learn. MAP (Maplewell Autism Provision) supports and provides specialist learning for students with Autism and is designed for students to reach and achieve their full potential, whilst our Post 16 Site supports to provide all our students with a pathway to employability or further education.

Maplewell Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Successful candidates will be subject to an Enhanced DBS check along with other relevant employment checks. We are an Equal Opportunities employer.

If you are interested in this position please download the application pack from our website <https://www.maplewell.leics.sch.uk/about/vacancies/> for general enquiries please contact Mandy Paris on 01509 890237 or email [m.paris@maplewell.leics.sch.uk](mailto:m.paris@maplewell.leics.sch.uk)

- Closing date for applications **9am Friday 21<sup>st</sup> February 2025**
- Interviews to be held w/c **3<sup>rd</sup> March 2025**

## JOB DESCRIPTION

**Grade:** 7

**Responsible to :** Compass co-ordinator / SLT

**Job Purpose:** To provide academic and holistic support to a young person/s with learning difficulties and complex support requirements. To promote the development of the young person's academic attainment, personal organisation skills and social skills and managing the organisation and delivery of these activities on a day to day basis both in an academic setting and within the community.

## MAIN DUTIES & RESPONSIBILITIES

- To work under the supervision of Compass co-ordinator to provide care and encouragement to individual students with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers and other professionals as appropriate.
- To take responsibility for ensuring the young person accesses their education and derived outcomes stated on their EHCP both within the academic and non-academic environment.
- To support the individual in developing expectations of acceptable personal and social behaviour.
- To use a range of techniques to support the learning activities in a clear and structured manner in order to maintain the student's interest and motivation.
- Support and work with the ComPass Coordinator / SLT / Teachers to identify and respond appropriately to the individual's characteristics so that demanding expectations can be set.
- Develop inclusion by facilitating participation and learning; help build confidence, self-esteem, independence, understanding of diversity and access to the community so that the young person is enabled to reach his full potential.
- To record and assess the young person's achievements and give oral and written feedback on attainment and progress as required including contributing to the EHCP review process, providing evidence of progress towards targets and outcomes.
- Develop positive relationships with colleagues by working effectively as a member of the School team.
- To be sensitive to, and treat with confidentiality, all internal records, issues and discussions relating to the student/s.
- Assist student working on practical and non-practical lesson tasks.
- To maintain a safe and secure learning environment.
- Under agreed procedures, give first aid / administer medication as required (training will be given).

- To support and encourage student/s with their personal care hygiene needs such as hand washing, toilet needs.
- To liaise with parents and carers in person, on the telephone or via school communication system ensuring any relevant information is passed on to colleagues
- To support students with complex behaviours in working towards reducing occurrence of these behaviours, and developing an ability to 'self-regulate' their own resolve a situation.
- To demonstrate compassion and empathy at all times if students come to you with a concern, and to seek advice from your colleagues if you are unsure how to resolve a situation
- To participate in professional development appropriate to the area of work.
- To be flexible in accepting changes in time / hours and responsibilities according to the needs of the young person.
- To aid in the transportation of the young person to various community activities.
- To attend team meetings on a weekly basis
- To attend and complete any training offered to you as part of your role
- To set a good example to the young person through personal and professional conduct.

### **Occasional duties and responsibilities not affecting the grade of the post:**

It is recognised that from time to time named/designated children may be absent from school or otherwise taken out of the normal timetable, such that SEN support is *temporarily* not required. At these times SEN LSAs are expected to be flexible and may be required to undertake other tasks commensurate with the grade of the post, including but not limited to:

21. To provide agreed support to the Compass Team / Teacher in the delivery of planned whole class learning activities.
22. To contribute to the creation of visual displays, in accordance with the requirements of the Compass Co-ordinator / teacher, in order to facilitate a relevant physical learning environment.

\* first aid should only be provided by staff who hold appropriate first aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

\*\* these duties only to be undertaken after appropriate risk assessment and training have been provided.

### **Duty of Care**

Each member of staff has a duty to care for themselves and others. Circumstances may arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Educational programmes requiring physical interventions are carefully designed in collaboration with the appropriate professionals and in keeping with local education authority policy.

**SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply:**

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) Expenses will be paid in accordance with the Local Conditions of Service.
- (c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10<sup>th</sup> September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.**

**Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.**

# PERSON SPECIFICATION

<b>Job Title:</b>	<b>SEN Student Support Worker</b>
<b>Grade:</b>	<b>7</b>

	<b>Essential</b>	<b>Desirable</b>	<b>How assessed</b>
<p><b><u>Qualifications</u></b></p> <p>Youth Work qualification.</p> <p>GCSE qualification or equivalent in maths/numeracy and English/literacy</p> <p>A recognised first-aid certificate.</p>	<p>✓</p> <p>✓</p>	<p>✓</p>	<p>Application form / relevant documents</p>
<p><b><u>Experience</u></b></p> <p>Experience of supporting teaching and learning in a formal setting</p> <p>Experience of working with young people with special needs.</p> <p>Knowledge of child protection and health and safety procedures</p>	<p>✓</p> <p>✓</p> <p>✓</p>		<p>Application form / Reference / Interview</p>
<p><b><u>Skills/Abilities</u></b></p> <p>Good communication skills, written and verbal</p> <p>Ability to follow through programmes devised by therapists / teaching staff</p> <p>Experience of working with parents / other professionals</p> <p>To communicate and develop positive relationships with young people, whilst having and awareness of issues affecting and implicating upon their lives both in the school setting and outside.</p> <p>To support students' progress towards meeting educational targets.</p> <p>To encourage young people's participation in educational opportunities (both on and off site) and to be able to defuse potentially difficult situations.</p> <p>Driving licence</p> <p>Basic ICT skills</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>Application form / interview</p>
<p><b><u>Qualities</u></b></p> <p>A commitment and keen interest in working with young people with special needs.</p>	<p>✓</p>		<p>Application form / interview</p>

	Essential	Desirable	How assessed
A willingness to carry responsibility and to work using own initiative.	✓		
Sociable, outgoing and have the ability to take lead, whilst empathising with young people's needs.	✓		
To be flexible in approach and remain calm under pressure	✓		
<b>General</b>			
Attendance - evidence of regular attendance at work	✓		Medical questionnaire / reference
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	✓		Application form / interview
Enhanced disclosure certificate from the DBS		✓	
<b>Factors not already covered</b>			
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	✓		Medical questionnaire