

## **JOB DESCRIPTION**

**POST:** Complex and Challenging Behaviour Needs Higher Level Learning Partner  
**GRADE:** UQT (pts 1 to 6)  
**LOCATION:** Milestone School

### **JOB PURPOSE**

- 1) To work with the class teacher to raise the learning and attainment of pupils, who have a wide range of complex special needs and challenging behaviour.
- 2) To promote pupils' independence, self-esteem and social inclusion.
- 3) To give support to pupils, who have a wide range of complex special needs and challenging behaviour, so they can access the curriculum, take part in learning and experience a sense of achievement.

### **MAIN DUTIES AND RESPONSIBILITIES**

Under the direction of the class teacher to:

- actively engage in the pre-determined educational activities and work programmes
- assist in personal and individual development of groups of pupils or whole class
- supervise the activities of groups of pupils or whole class
- take a proactive role in ensuring pupils' safety at all times
- manage pupils extremely challenging behaviour, in line with the schools Behaviour Policy
- undertake activities necessary to meet the physical and emotional needs of groups of pupils or whole class, including supporting pupils in the swimming pool
- report all safeguarding concerns promptly to a line manager, designated safeguarding officer or lead
- perform specialised procedures associated with a child's particular needs (following any necessary specific training), for example: personal & intimate care; administration of medication (oral, rectal); care for a child during a medical crisis (such as a seizure or diabetic coma); facilitate mobility
- assist with preparing classroom resources as reasonably requested by class teacher
- assist with general laundry duties
- participate in trips out of school (where qualified to drive the school minibus if required) help keep classrooms, associated areas and the school clean and tidy
- attend training sessions provided by the school
- support the class teacher with parental/family communication (diaries, phone calls, parents' evening)
- set up a going out file/useful forms folder/additional folders dependent on class
- support the class teacher with class trips (book lunches/collate money for trips/help organise the day)
- attend weekly department and class LP meetings and Monday briefings
- be the LP/MDSU team leader within the class, including effective communication and cascading information
- be the point of contact with the Senior LP for the class team
- support the class teacher in completing the lunch register and, in their absence, the class register
- lead when the class teacher has to attend a meeting – e.g. EHCP etc
- cover and lead class teaching as and when appropriate
- direct the work, where relevant, of other adults in supporting learning

- use area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- plan how they will support the inclusion of pupils in the learning activities

**GENERAL DUTIES**

- to maintain confidentiality and discretion regarding sensitive information and to ensure that complex queries or issues are conveyed accurately to senior members of staff
- to maintain the confidentiality of all School's records relating to staff and pupils, in line with the latest requirements of GDPR and the Freedom of Information Act
- to participate in meetings with colleagues relative to the post
- to undertake other tasks as reasonably requested
- to operate IT equipment as appropriate, and keep up to date with developments in IT
- to participate in the Trust's appraisal programme
- represent the Trust in a professional and business-like manner

**SUPERVISORY RESPONSIBILITY**

None

**SUPERVISION RECEIVED**

Class teacher/Senior LP/Head of Department/Deputy Headteacher

**PRINCIPAL CONTACTS**

Pupils, parents, teachers, LPs, Senior LPs, Head of Department, Deputy Headteacher, Principal and other professional groups

**SPECIAL CONDITIONS**

- this post may involve working some flexible hours on a planned basis
- this post is term time only including INSET days
- the post-holder will be expected to take holidays when the school is not in session
- occasionally the post-holder may be asked to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance

**EQUAL OPPORTUNITIES**

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

This job description is not necessarily a comprehensive definition of the role, and the post holder may be required to undertake such other tasks appropriate to the level of the appointment as may be required. The job description will be reviewed annually or earlier if necessary, and it may be subject to modification or amended after consultation with the post holder.

Signed:.....(employee)

Signed:.....(employee)

Signed:.....(HR Manager)

Date:.....

**PERSONAL SPECIFICATION**

**Complex and Challenging Behaviour Needs Higher Level Learning Partner**

Criteria	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> <li>experience of working with children or young people with extremely challenging behaviour</li> <li>experience of supporting teaching and learning (under supervision)</li> <li>advanced Team Teach (or willing to undertake training)</li> <li>one of the following:               <ul style="list-style-type: none"> <li>- HLTA qualification</li> <li>- Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools.</li> <li>- Level 3 Diploma in Childcare and Education,</li> <li>- other relevant qualifications, at a similar level to the above, may be considered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a willingness to work towards and pass (during the 6-month probation period) a qualification not held</li> </ul>
Knowledge/Skills	<ul style="list-style-type: none"> <li>ability to lead a team</li> <li>strong knowledge and understanding of de-escalation skills and behaviour strategies</li> <li>good literacy and numeracy skills</li> <li>good organisational skills</li> <li>ability to build effective working relationships with pupils and adults</li> <li>skills and expertise in understanding the needs of all pupils</li> <li>knowledge of how to help adapt and deliver support to meet individual needs</li> <li>subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>excellent verbal communication skills</li> <li>active listening skills</li> <li>the ability to remain calm in stressful situations</li> <li>knowledge of guidance and requirements around safeguarding children</li> <li>good ICT skills, particularly using ICT to support learning</li> <li>understanding of roles and responsibilities within the classroom and whole school context</li> <li>understanding of effective teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>experience of working with pupils with special educational needs (including both Severe and Profound and Multiple Learning Difficulties)</li> <li>interested in continual professional development (CPD)</li> </ul>

	<ul style="list-style-type: none"> <li>• knowledge of how to successfully lead learning activities for a group or class of children</li> <li>• knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>• knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>	
Personal qualities	<ul style="list-style-type: none"> <li>• enjoyment of working with children with all abilities and needs</li> <li>• sensitivity and understanding, to help build good relationships with pupils</li> <li>• a commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• commitment to maintaining confidentiality at all times</li> <li>• commitment to safeguarding pupil's wellbeing and equality</li> </ul>	<ul style="list-style-type: none"> <li>• additional skills and interests which would be of benefit to the school</li> <li>• a good sense of humour</li> </ul>
Knowledge & values of the Trust	<ul style="list-style-type: none"> <li>• ability to identify with the Trust's values &amp; principles</li> </ul>	<ul style="list-style-type: none"> <li>• ability to demonstrate a commitment to the wider work of the Trust</li> </ul>
Special conditions	<ul style="list-style-type: none"> <li>• this post may involve working some flexible hours on a planned basis</li> <li>• this post is term time only including INSET days</li> <li>• the post-holder will be expected to take holidays when the school is not in session</li> <li>• the post-holder may be asked to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance</li> </ul>	