

LSA Team leader Access & Inclusion

Department	CYPES /Education	
Section	Inclusion Service	
Reports to	Deputy Head/Headteacher	
JE Ref	CYP1074	
Grade	CS08	JE Date: 16/3/2022

Job purpose

To lead and manage identified staff. Support class teachers/support staff to meet their pupils' needs. Manage and monitor the work of the team of Support Staff. Manage the support provided by outside agencies. To directly lead the support for groups of children with SEMH (have your own caseload). To represent children with SEMH, EAL and CLA children in the Core Leadership Team. To ensure that policy, systems and procedures around pupil behaviour and wellbeing are fit for purpose and allow a calm and supportive educational environment. To ensure that the curriculum provision enables access for children with additional needs.

Job specific outcomes

1. Responsible for that individual behaviour management plans and support packages are in place for all students.
2. Lead weekly team meetings and de-brief sessions for all support staff.
3. Ensure that all support timetables are appropriate and monitor these to ensure effectiveness of the provision.
4. Supervise and provide particular support for students, including those with special needs (SEMH), ensuring their safety and access to learning activities in line with the curriculum.
5. Plan individual programmes against learning objectives. Give feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Observe and monitor the development of specific students, recording appropriately and applying this knowledge to future planning.
6. Work with parents to develop strong relationships between home & school including home visits prior to term commencement.
7. Liaise with the curriculum lead to ensure that there is a clear understanding across the school around attainment and achievement of all young people.
8. Accompany teaching staff on visits, trips and out of school activities where appropriate. Ensure that appropriate risk assessments are in place.
9. Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.
10. Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare matters. Care for sick, distressed and injured children

carrying out the necessary first aid and take the appropriate follow-up action necessary through the agreed school policy.

11. Contribute to specific reports when requested by consultants, GPs, parents and other professionals.
12. Monitor the attendance for both onsite and offsite students liaising with the school EWO.
13. Lead on promoting the school in the school community-via the use of social media, networking, communication.

Statutory responsibilities

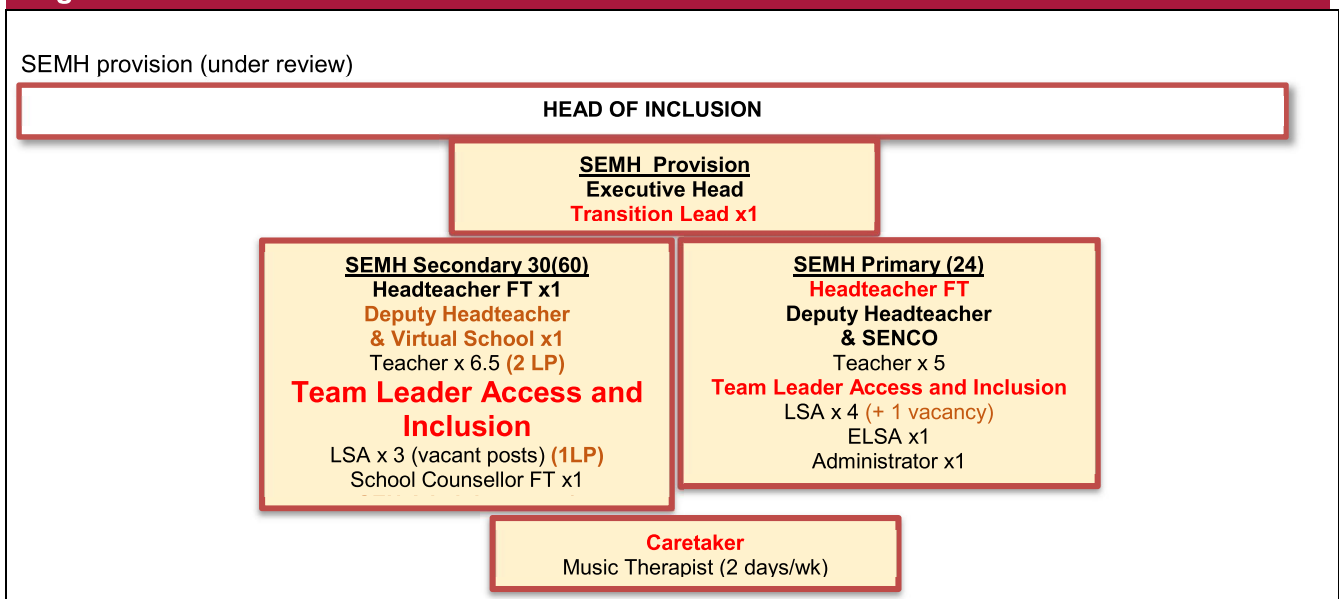
The Team Leader for Access & Inclusion is accountable to the Head Teacher/Deputy Headteacher and to the parents or guardians in respect of individual students. Be aware of and comply with policies and procedures relating to child protection health, safety and security, confidentiality, and data protection, and with any other statutory responsibilities applicable to the role. Report all concerns to an appropriate person.

Organisational structure

One Government Departments



Organisation Chart



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications</p>	<p>Highly experienced LSA with at least 5 years- experience of working in a specialist SEMH setting.</p> <p>Experience of working with RON's and/or EHCP's</p> <p>Relevant training in ASD, AD/HD Attachment, FASD,SHB & safeguarding</p> <p>Recent and relevant training in current education practice including management.</p> <p>A commitment to their personal and professional development.</p>	
<p>Knowledge</p>	<p>Extensive knowledge and understanding of current educational theory and practice and its impact on creating a high-quality learning SEMH environment.</p> <p>Knowledge and understanding of leadership and management theory and of practices which lead to successful schools.</p> <p>Proven experience in a management role with whole school responsibility.</p> <p>A record of initiating and leading improvements in the quality of behaviour, teaching and learning.</p> <p>A record of initiating and leading improvements in bringing about organisational change.</p> <p>Extensive knowledge, understanding and proven experience in the successful management of SEMH students in specialist facility.</p>	
<p>Technical / Work-based Skills</p>	<p>Apply professional knowledge, understanding, skills and attributes to achieve desired outcomes.</p> <p>Contribute to the creation of a vision for a high achieving, learning centred school.</p> <p>Plan strategically as part of the Senior Leadership Team to enable the school vision to be achieved as part of the overall SEMH vision.</p> <p>Build, inspire, motivate, and develop high performing teams.</p> <p>Lead, manage and deploy staff and resources to initiate and manage change and improve the quality of teaching and learning.</p> <p>Motivate and inspire students, staff, parents, and the wider community.</p> <p>Set high standards and provide a role model for staff and students.</p>	

	<p>Make decisions based on analysis, interpretation and understanding of relevant data and information.</p> <p>Think creatively, anticipate, and solve problems and identify opportunities.</p> <p>Communicate effectively orally and in writing to a range of audiences.</p> <p>Prioritize and work under pressure to achieve challenging goals.</p> <p>Demonstrate a commitment to personal and professional development.</p>	
General Skills/Attributes	<p>Personal impact and presence.</p> <p>Adaptability.</p> <p>Energy, vigour and enthusiasm; resilience.</p> <p>Intellectual rigour.</p> <p>Empathy.</p> <p>Sense of humour, commitment, reliability and integrity.</p>	
Experience	<p>This role is central to the successful operation of a school and requires specific leadership and management skills demonstrating the ability to:</p> <p>Take an active role in supporting young people and monitoring the daily running of the school.</p> <p>Developing and coordinating systems for the management of learning and learning behaviour.</p> <p>Undertaking a share in the management of the school.</p> <p>The managerial skills required include an awareness and understanding of schools as organisations; counselling skills; interviewing skills (in appraisal, counselling, selection for appointment, disciplinary procedures); team leading; group dynamics; management of change; maintenance of morale; decision making; personal organization strategies; organisational planning and administration; delegation and resolving of conflict.</p>	

Personal Attributes

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey Tier 6 core accountabilities attributes and behaviour indicators.