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| **Job Description** | |
| **Department** | Inclusion & Diversity Department |
| **Post Title:** | Resource School Integrated Assistant (RSIA) |
| **Salary Scale/Range** | NJC Scale 4 Point 7 – 11 |
| **Hours** | 32 hours 5 mins per week (6 hours and 25 mins per day) |
| **Permanent/Fixed Term** | Permanent Term Time + Inset days |
| **Posts Responsible to** | LSA Manager/Deputy SENDCO/Head of I&D |
| **Posts Responsible for** | N/A |
| **Job Purpose**:  To support teaching and learning activities across the school with SEN pupils specifically students in the resourced school with complex learning difficulties. | |

**Main duties and responsibilities**

1. Planning

2. Monitoring and Assessment

3. Teaching and Learning

4. General

**Job Activities:**

● To support the inclusion of students who have complex learning difficulties within the mainstream

environment.

● To support teaching &amp; learning activities and experiences for students complex learning

difficulties across the school.

● To take a key role in assisting and supplementing the work of the teaching staff in providing for

the intellectual, social and physical and special educational needs of students are being met.

● To ensure the safety and well-being of students with severe/ complex needs moving around the

school (accompanying students where necessary).

● To assist teachers in planning and the management &amp; preparation of resources to enable

students with severe/ complex needs to access the curriculum.

● To support the working aims of the school, in promoting “Achievement, Opportunity and Respect”

for all students, irrespective of ability.

● To promote and help develop the inclusive nature of the school.

● To take a key role in supplementing the work of resource based teaching staff to ensure that the

aims and objectives of each lesson are achieved by students identified.

**Planning**

● To liaise with subject teachers about future areas of work to be covered and develop pupil

centred differentiated and modified materials to maximise student access to the curriculum.

● To develop and produce related subject specific resources which tie into subject specific

programs of study.

● To work with and support all the students with complex needs in a variety of curriculum areas.

● RSIAs must be sensitive to the needs of the students with severe/ complex needs and exercise judgement about their ability to access certain tasks and the level of support necessary, whilst encouraging students to become increasingly independent. Such judgements must be made by the RSIAs throughout the day in differing circumstances and with a regard to all students with severe/ complex needs. A high level of initiative is required to do this effectively.

**Monitoring and Assessment**

● To monitor, assess and report on pupil behaviour and progress in line with school policies and procedures.

● To contribute to target setting and the annual review process.

● To contribute to the communication links with parents by writing in communication books and responding to parental enquiries as necessary in a sensitive, professional and effective manner.

**Teaching and Learning**

● To provide support in mainstream classrooms and to be aware of practices and procedures that

are specific to each department and working sensitively within these frameworks.

● To work with individuals or small groups of students with severe/ complex needs within the

resource base under the direction of the resource base teachers .e.g delivering English, PHSE,

**Life Skills**

● To work as a member of a team of RSIAs, teachers and outside agencies who support these students in school. Communicating professionally and effectively with the Resource school manager, and others on the team, through both formal and informal structures, to ensure the changing needs of the students with severe/ complex needs are understood and met. Contributing to the formulation, implementation and evaluation of strategies to enable these students to access the curriculum.

● To implement programs, strategies and therapies under the direction of outside agencies

● To work with a large number of different teaching staff in all curriculum areas by supporting the delivery of learning activities and adjusting them according to pupil need and response.

Suggesting to teachers effective strategies to meet the individual needs of the students with

severe/ complex needs.

● Using different strategies for the differentiation of tasks in classroom situations

● Working with students with severe/complex needs by encouraging them to interact and work cooperatively with others. Developing and using strategies that are effective when students are reluctant to do so. Working in partnership with the subject teacher to ensure a calm learning environment and student engagement in lessons.

● To contribute to the assessment of students.

**Personal Care**

● To assist with toileting routines.

● To assist with changing and dressing.

● Assist with swimming.

● Supervise and assist at break times.

**General**

● To ensure the safety and well being of students with movement around school when they move from upper to lower for registration, during lesson change and to the SEN transport at the end of the day.

● To assist with the preparation, care and storage of resources.

● To support students when participating in non-classroom activities in school time both in and out of school, including visits for study, social, sporting or charity purposes, rewards day out, school sponsored walk, work experience, college visits. Including using your own car transport students to and from events.

● Having access to information, some of which may be confidential, and knowing when, how and with whom it is appropriate to share it with.

● Knowing school policies and procedures on child protection, bullying, racism, verbal abuse, etc and judging which situations infringe these policies and need reporting.

● Dealing with discriminatory or abusive behaviour by other students, directed at the students with severe/ complex needs.

● Knowing and using the schools rewards and sanctions systems appropriately. The post holder works as part of the Inclusion &amp; Diversity Department. School and Departmental policies and procedures are in place for all aspects of the work. Additional guidance is provided by the Head of Department and teachers within the department, teachers in other departments and Pastoral Managers.

**MISCELLANEOUS**

● The postholder works as part of the Inclusion &amp; Diversity Department.

● To undertake, as required, any other duties appropriate to the post

● To help take students on activities using your own car

**Contacts**

● Business Manager

● Teaching Staff

● Curriculum and Facilities Support Staff

● Students

● Outside Agencies

**Professional Development**

* Maintain personal professional development to ensure that the knowledge and skills required to fulfil the role are up to date
* Be a professional role model, and understand and promote the aims and the values of the Trust

**Safeguarding and Promoting the Welfare of Children and Young People**

* The jobholder is required to adhere to the statutory guidance ‘Keeping Children Safe in Education’ and follow all of the Trust’s policies and procedures in relation to safeguarding at all times.

**Data Protection**

* The jobholder is expected to comply with the provisions of GDPR and the Data Protection Act 2018, and follow all of the Trust’s information governance policies and procedures at all times.

**Equality and Diversity**

The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

The Trust are committed to fulfilling their Equality Duty obligations, including valuing equality and diversity and we expect all employees to share this commitment.

**Health and Safety**

The jobholder has a duty to take care of their own health and safety and that of others who may be affected by their actions at work.

The jobholder must co-operate with the Trust as their employer, and co-workers to help everyone meet their legal requirements and follow the Trust’s health and safety policies and procedures at all times.