

Lower School – SEN support

Job Description

Position:	Lower School - SEN support
Appointed by:	School Leadership Team
Reports to:	SENDCo
Position:	Full time, 37.5 hours/ week term time position (plus inset and other training)
Core Hours:	8am – 3pm Monday – Friday (with 30 minute lunch break) 3.30pm – 5pm, Tuesday (lower school meeting) 3.30pm – 5pm, Thursday (faculty meeting)
Salary:	Pro rata salary based on term time position (37.5 hrs pw): £14,447 - £17,167 pa
Type of Contract:	Initially fixed term for one year with the possibility of extension
Deadline for Applications:	Open until filled
Start Date:	1st September 2022

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Cambridge Steiner School is looking for a committed and inspiring person to join our innovative, passionate and warm-hearted team in the Lower School. We are looking for someone who has experience working with children and who has a good level of written English and Maths (ideally up to key stage 3). In the role of SEN support, you will assist within the Main Lesson (and literacy and numeracy practice lessons) and work with individuals and small groups with SEN to assist them in accessing the curriculum and making progress.

About our school

Cambridge Steiner School is a small non-selective, co-educational independent school and is part of the Steiner Waldorf Schools Fellowship. We provide a dynamic and progressive education for children aged 2 to 16 years. Situated on a single site, located on the outskirts of Cambridge in the delightful village of Fulbourn, we welcome children from all over Cambridgeshire and beyond.

At the Cambridge Steiner School, we strive to give children the gift of an education that will nourish the whole life of the child. To this end, the academic, social, moral, and spiritual growth of every child is held as a central objective of our education. Children's capacities and personal abilities are helped to unfold by providing them with a rich and carefully planned curriculum that enhances their own natural developmental growth.

Our school community encompasses families from diverse cultural, racial and socio-economic backgrounds. We offer a warm welcome to all, regardless of culture, creed, race, gender, sexuality or disability and promote an ethos of mutual respect and tolerance for all.

The Role of the Teaching and Learning Support Assistant

- To assist the class teachers to allow for inclusion of all pupils
- To support the educational, personal, social and behavioural needs of those pupils
- To promote the pupils' self-esteem and independence
- To support the principles and ethos of the school
- To work with small groups of pupils and individuals where appropriate

Key Responsibilities

- Support the implementation of provisions set out for pupils on the SEN register
- Support the ongoing assessment, recording and reporting of pupils' special educational needs (and social and personal needs) and progress
- Support and facilitate the inclusion of pupils within the life of the school and in accessing both curricular and extra-curricular opportunities
- Support the delivery of the curriculum and the differentiation and adaptation of resources where necessary
- Provide regular feedback to the teacher and the SEN lead on the participation, progress and welfare of the pupils
- Support the links between home and school
- Plan (with input from SENDCo and/or class teachers) and direct individual or group activities within and away from the classroom including: catch up programs, explaining and clarifying tasks, extension activities, modeling language use and adapting resources to suit learning needs

Additional responsibilities as directed:

- To support, under the direction of the class teachers, SENDCo and professionals, the education and welfare of pupils with identified special educational needs across the lower school
- Participate in the planning, delivery and evaluation of the pupil's Individual Education Plan (IEP) and/or Individual Behaviour Plan (IBP) and/or therapy program (as appropriate)
- Contribute to regular reviews of the pupils' progress and IEP/IBP including statutory annual reviews
- Liaise, as directed, with relevant professionals to meet any individual pupil's special educational needs

General responsibilities of the SEN support postholder include:

- Assisting in maintaining the one to one room and classroom environment, both indoors and outdoors
- Helping ensure that at all times the classroom and its outdoor space provides a positive and safe environment for all the children
- To undertake break time duties, and support with supervision of staff children at the start of the day
- Providing occasional cover for colleagues when necessary and reasonable

- Attending meetings, festivals and weekend events where appropriate (some evenings and weekend days included)
- Working within the principles of Steiner Waldorf education
- Any other duty as required by the line manager commensurate with the post

Additional responsibilities of the SEN support postholder include:

- Working collaboratively within the team
- Proactively developing greater knowledge and awareness of the Steiner Curriculum and Learning Support within this
- Conducting child observations and engaging with child studies
- Promoting the pupils’ general welfare and follow the school’s health and safety procedures
- To familiarise yourself with and adhere to the School’s policies and procedures and to support their implementation including the Safeguarding Policy, Equal Opportunities and Health and Safety policies

Responsibilities for Quality Development and Care of the SEN support postholder include:

- Participating in the Staff Appraisal/mentoring and supervision process
- Undertaking regular self-evaluation
- Undertaking Continuing Professional Development

Person Specification

Essential Criteria

Experience	E1	Experience of working with children from 6-14
Qualifications & Training	Q1	GCSE or equivalent Maths and English
Skills, Knowledge & Abilities	SA 1 SA 2 SA 3 SA 4 SA 5 SA 6 SA 7 SA 8 SA 9 SA10 SA11 SA12 SA13	Excellent interpersonal skills Excellent communication skills An excellent level of spoken and written English Confidence in explaining mathematical concepts / scaffolding/ supporting learners Good time keeping skills Good organisational skills Good observational skills Ability to work as a team worker Ability to relate well to parents & carers Ability to relate to and inspire children and build supportive relationships within a varied class Ability to respond and intervene with individuals to support progress Ability to work both under guidance and use personal initiative

Personal Attributes	PA 1	A positive attitude
	PA 2	A sense of humour
	PA 3	Professionalism
	PA 4	A love of working with children
	PA 5	Ability to work collaboratively
	PA 6	Ability to show initiative
	PA 7	Ability to work independently
Personal Circumstances	PC1	Able to take up the appointment as required
	PC2	Evidence of suitability to work with children
	PC3	Evidence of legal right to work in the UK

Desirable Criteria

Experience	E1D	Previous experience of working as an SEN/ Learning Support Assistant or teacher in a Steiner or other school setting
	E2D	Experience of producing learning resources and assisting with the assessment, recording and reporting of pupils' progress
	E3D	Evidence of commitment to professional development
	E4D	Experience in pastoral care and/or knowledge of the emotional development of young people
Qualifications & Training	Q1D	Qualifications in teaching, education and/or SEND, particularly any Steiner Waldorf training
	Q2D	Current first aid qualification
Skills, Knowledge & Abilities	S1D	Knowledge of the Steiner curriculum
	S2D	Knowledge of the Steiner approach to education
	S3D	ICT literate
	S4D	Good administrative skills
	S5D	Keen to collaborate with colleagues in the development of the school
	S6D	Knowledge of the SEND code of practice
Personal Attributes	PA1D	Open-minded, adaptable, flexible
Personal Circumstances	PC1D	Able & willing to participate in additional community activities

Essential Information

Cambridge Steiner School is committed to Safeguarding and welfare of all children.

All employees will be vetted for suitability to work with children and young people, and all appointments will be subject to the following:

- Satisfactory DBS check
- Satisfactory references
- Proof of eligibility to work in the UK

Application forms can be obtained on the school website or from the school office at reception@cambridge-steiner-school.co.uk or by telephoning 01223 882727. Completed applications should be returned to Damian Mooncie, School Lead admin@cambridge-steiner-school.co.uk