



School Name: Billinge Chapel End Primary School and Nursery

Headteacher: Mr C. Hewitt

School Address: Carr Mill Road, Billinge, Wigan, Lancashire, WN57TX

Tel: 01744 678230

Email: chapelend@sthelens.org.uk

Job Title: Special Educational Needs Support Worker

Department: Children and Young People's Services

Pay: Salary point 2

Hours: 15 hours per week term time only. Monday-Friday 12pm -3pm.

This post is a temporary and linked to external provision of SEND funding. The post will end on 22nd July 2025 or if EHCP funding is reduced or terminated.

Closing Date: Friday 29th November 2024 at 9am

Interviews: Interviews: Week Beginning 2nd December 2024

Strat Date: DBS dependent

Post Details: We are looking for an enthusiastic and motivated Learning Assistant to provide support for a Year 6 child in receipt of external SEND funding and has an Educational Health Care Plan in place. This person would be responsible supporting learning on social interactions with peers of this child with SEND and leading small groups of learners if desirable.

This post is subject to a satisfactory disclosure and barring service (DBS) enhanced disclosure certificate and clear social media checks.

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

For an application form please download from the school website or contact the school office: chapelend@sthelens.org.uk

Application forms should be returned to the school marked for the attention of Mrs Alison Marsh, Office Manager. chapelend@sthelens.org.uk



Training and Qualifications

| | Essential | Desirable | Assessed by A=Application I=Interview O= observation R= Reference |
|---|-----------|-----------|--|
| Evidence of working with and supporting children | ✓ | | A |
| Evidence in relevant training linked to supporting children with SEND | | ✓ | A |
| Willingness to undertake training in Pediatric First Aid | ✓ | | A/I |
| Willingness to participate in training provided by the school | ✓ | | A/I |
| Qualification in Lego Therapy, SEAL or equivalent social interaction schemes of intervention | | ✓ | A |
| Up to date Safeguarding training in line with Keeping Children Safe in Education 2024, Working together to safeguard children and the PREVENT strategy. | | ✓ | A |
| Team Teach Training | | ✓ | A/I |



Knowledge

| | Essential | Desirable | Assessed by A=Application I=Interview R= Reference |
|---|-----------|-----------|---|
| Understanding and working knowledge of The National Curriculum, specifically Upper Key Stage 2. | | ✓ | A/I |
| An understanding of inclusion and equality, especially within a school setting. | ✓ | | A/I |
| Knowledge of resources that can support the teaching and learning of children with SEND. | ✓ | | A/I |
| Knowledge of creating environments suited to providing teaching and learning to children with SEND. | | ✓ | A/I |
| Knowledge of how to support teamwork through activity and play | | ✓ | A/I |
| Knowledge of using children's personalised support plans. | | ✓ | A/I |



Skills and Abilities

| | Essential | Desirable | Assessed by A=Application I=Interview R= Reference |
|---|-----------|-----------|---|
| Ability to work as an effective member of a team. | ✓ | | A/R |
| Ability to build and maintain positive relationships with children, parents and colleagues. | ✓ | | A/R |
| Ability to model the school values, mission and ethos. | ✓ | | A/I |
| Ability to work with children at all levels regardless of specific individual need, identifying learning styles as appropriate. | ✓ | | A/O/I/R |
| Ability to promote positive standards of behaviour | ✓ | | A/I/O/R |
| Ability to liaise sensitively and effectively with parents and carers | ✓ | | A/I/R |
| Excellent literacy and numeracy skills as required | ✓ | | A |
| Ability to perform clerical tasks related to operating in a classroom environment | ✓ | | A |
| Ability to prepare educational resources | ✓ | | A |



Professional Values and Practice

| | Essential | Desirable | Assessed by A=Application I=Interview R= Reference |
|---|-----------|-----------|---|
| Have high expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds, protected characteristics; and a commitment to raising their educational achievement. | ✓ | | A/I/R |
| Ability to work collaboratively with colleagues and seek help and advice when needed. | ✓ | | A/I/R |
| Ability to follow the staff code of conduct. | ✓ | | A/R |
| Ability to improve own practice by attending training and INSET. | ✓ | | A/R |
| Willingness to work in line with all school policies and procedures. | ✓ | | A/R |
| An ability to fulfil all spoken aspects of the role through the medium of English. | ✓ | | A/I |
| To act as a role model for the school both within the setting and in the local community. | ✓ | | A/R |
| To treat all stakeholders with respect. | ✓ | | A/R/I |

