

Core Purpose

To provide support for the educational and personal needs of students, which ensures that they have equality to access opportunities to learn and develop.
To act as an integral part of the Academy staff team and to support colleagues maintaining and developing the ethos, values and expectations of the academy and support agreed Academy policy in all areas.

Specific tasks

To be committed to the philosophy of continuous improvement in relation to whole academy policy as well as in all team roles and areas of personal responsibility.
To work within a framework set by classroom teacher.
To demonstrate a commitment to one's own training and development.

Responsibilities and tasks

Supporting Pupils

- Build consistent, trusting relationships with pupils, acting as a key adult where appropriate
- Support children's emotional regulation, helping them recognise feelings and develop coping strategies
- Provide 1:1 or small-group support tailored to individual needs
- Support the teacher to promote a calm, safe and predictable environment where children feel secure
- Support reintegration of pupils to their home school

Access to Learning

- Under the direction of the teacher, prepare and deliver structured and unstructured activities for individuals and small groups.
- Deliver targeted interventions where needed
- Break tasks down and offer scaffolding in line with Universal Design for Learning (UDL) principles
- Adapt learning materials to meet diverse needs and learning styles.
- Support the evaluation of progress in regulation, confidence and engagement alongside academic learning

Communication & Teamwork

- Work collaboratively with all members of the Canopy team and wider school community including the children's home school
- Contribute to daily reflections, learning journals or progress discussions
- Share observations with staff to help inform planning and support strategies
- Communicate positively and respectfully with families when appropriate
- Support training and mentoring of other support staff where appropriate

Safeguarding & Professional Standards	<ul style="list-style-type: none"> • Maintain the highest standards of safeguarding and child protection. • Always uphold professional boundaries and confidentiality. • Model calm, respectful and nurturing behaviour. • Engage in training related to SEND and UDL practice
Skills & Attributes	<ul style="list-style-type: none"> • Patient and empathetic • Clear, calm and consistent communication with all pupils • Able to remain calm and regulated when supporting hard to reach learners • Ability to plan, deliver and adapt lessons/interventions • Confidence in leading small groups or whole sessions • Flexible, adaptable and responsive to individual needs, taking the initiative in responding to pupils needs • Strong communication and teamwork skills • Willing to reflect on what works and what doesn't • Committed to inclusion and UDL principles