

Job Description

Learning Support Assistant

To support specific pupils either 1:1 or within pairs or small groups, either within the classroom, the Learning Support room or during day trip excursions.

Role Summary

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

The role will provide support in the classroom, the Learning Support room or if required, when pupils undertake day excursions. The LSA will be required to work with specific students across the curriculum, which will involve being responsible for supporting the learning needs and/or physical needs of identified pupils across the whole school (Early Years – Sixth Form) and ensuring the safety, welfare and good conduct of pupils during the school day in accordance with the policies, practices and procedures of the school.

This role focuses on students with identified learning support and intervention needs arising from SEN/SEND which present barriers to learning. It may include students who have an Education, Health and Care Plan who have complex needs and will require specialist support to enable them to fulfil their educational, health and social care needs. It may also include supporting pupils who don't speak English as a first language.

Responsible to: Headteacher, Deputy Headteacher and Head of Special Educational Needs [SENCO].

Duties and Responsibilities:

This will include:

- Reading and understanding individual Educational and Health and Care Plans where applicable
- Following an agreed timetable, working alongside students to tailor support to match their needs in the classroom, learning support room or accompany them on day excursions
- To work under the professional guidance of senior staff to implement work programmes for individuals/groups which could include those requiring detailed and specialist knowledge in particular areas
- Provide high quality, inclusive, learning experiences and care for all children and to liaise and interact effectively with the teaching staff, parents, and carers in order to enable access to learning, and to support achievement and progress, and promote and safeguard the welfare of all children
- Promoting the inclusion and acceptance of all pupils within the classroom and to support pupils consistently whilst recognising and responding to their individual needs
- Working in partnership with teaching staff to ensure that appropriate adapted and/or differentiated learning activities are planned, delivered, and monitored regularly, in order that children are working towards the expected outcomes, adapting activities according to pupils' responses/needs
- Contribute to assessment by making observations, recording the progress of individual children, and sharing information concerning individual children and their needs with relevant staff
- Establishing productive working relationships with pupils, acting as a role model, and setting high expectations
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use and to use specialist (curricular/learning) skills to support pupils
- Ensure hygiene requirements are met for pupils and the learning environment
- To liaise sensitively and effectively with parents/carers, as agreed with the teacher, within your role/responsibility and participate in feedback sessions/meetings with parents as directed
- To assist in the planning cycle and the management/preparation of resources. Adapt and customise curriculum materials
- Prepare and maintain, a welcoming environment where all children and parents feel valued and supported
- Contribute to assessing students' progress and support them in reviewing their own learning
- Identify and remove barriers to students learning and make reasonable adjustments with prior agreement
- Support students in recording work in an appropriate way
- Provide 1:1 support to students, where required

Liaise with teaching staff of the relevant subjects about how they wish to organise support

- Ensure that teachers are aware which lessons you will be attending and advise them of any pre-planned absence
- Liaise with teaching staff and discuss students' needs to ensure that the tasks set are adapted correctly

- Maintain a log of lessons, noting specific concerns / progress of the students and discuss with teaching staff, as required

Supporting Student well being

- Support behaviour, emotional well-being, and mental health of SEN(D) students. To promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. To carry out the above duties in accordance with the School's Policies and Guidelines.
- Support the delivery of additional interventions for improving students' well-being
- Support students with SEN and or disabilities to access extra-curricular activities

Liase with the SENCO to ensure that the students' need are met

- Advise the SENCO of any specific observations / concerns.
- Contribute to the drafting and implementation of Individual Education Plans (IEPs)
- Support the transition and transfer of SEN(D) students through the key stages
- Be a champion for students with SEN and disability
- To supervise pupils on visits, trips and out of school activities as required

Provide support in the Learning Support classroom/break out room

- Supervise break and lunch times as part of a rota of duties
- Monitor and encourage social interaction and the development of social skills

Administration and other responsibilities

- Prepare work and activities for students in advance of lessons (within employed hours), where required
- Undertake training in order to assist teachers and the SENCO to prepare Individual Education Plans (IEPs)
- Check emails, calendar, and Microsoft Teams communication regularly
- Provide invigilation support in exams and controlled assessments, as required. This may also involve acting as a reader / scribe
- Undertake other reasonable duties as directed by the SENCO and the leadership team
- To attend and participate in regular meetings and to participate in training and other learning activities offered by the school to further knowledge.
- First Aid trained or willing to undertake 3-day training course

Undertake other duties appropriate to the grade and responsibilities of the role as may be required. It is vital to the ethos of the Support Team that the post holder is flexible in taking on additional tasks, willing to offer help to, and cover for, other members of the Team, and treats co-operation and support for colleagues as a top priority.

Professional development

Participate in the school's appraisal procedures and training and development in order to improve own practice.

Communication

Being aware of confidential issues linked to home/pupil/schoolwork and to keep confidences as appropriate, communicate effectively with the whole school community.

Working with colleagues and other relevant professionals

Collaborate and work with colleagues and other relevant professionals within and beyond the school and develop effective professional relationships with colleagues.

Work constructively as part of a team, understanding school roles and responsibilities and your own position within these. Understanding of the school framework calendar and how that affects workloads.

Personal and professional conduct

Maintain high standards of ethics and behaviour, within and outside school, demonstrating positive attitudes, values, and behaviours to develop and sustain effective relationships with the school community, have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to undertake other duties appropriate to the level of the role.

Person Specification

Criteria	Essential/ Desirable	Assessed by
Qualifications		
A minimum of 5 GCSEs (9-5/ A*-C) including Maths and English	Essential	Application Form/Certificates
Teaching Assistant Level 3 qualification OR equivalent relevant experience (we will consider supporting you to achieve this qualification, subject to meeting the entry requirements of the course)	Desirable	
Knowledge, experience, and skills		
Experience of working with children with additional needs, the ability to supervise and support pupils of all ages with a wide range of physical/learning needs, including but not limited to dyslexia, autism, anxiety	Essential	Application Form /Interview/Task
Passionate about advocating for children/young people with SEN and a willingness to develop knowledge		
Numerate and literate in order to carry out the written and numeric aspects of the role, in relation to the curriculum and other tasks as directed by the teacher		
Communicate effectively both verbally and in writing, with colleagues, parents/carers, and other agencies in order to carry out the tasks as directed by the teacher		
Ability to: <ul style="list-style-type: none"> • develop skills to meet the needs of pupils with a wide range of behaviour in various settings • conduct assessments by observing children and feed this back to the teacher • work in collaboration with others, as a member of a team both within the classroom and as part of the whole school team • understand the importance of confidentiality and discretion, and able to deal with sensitive and personal information • work without close supervision, being self-sufficient and resilient 		
Good ICT Skills and software knowledge including Microsoft office		
Knowledge and understanding of the principles of data protection legislation		
Experience of establishing and maintaining effective working relationships at all levels		
Experience of working calmly under pressure to deadlines		
First Aid trained or willing to undertake the 3-day course		
Experience supporting pupils in English and Maths up to GCSE level	Desirable	Application Form
Experience of/or an interest in supporting students in maths or science		
Evidence of a track record of working with young people in a school environment		
Personal Attributes		
Professional image, manner, and approach relevant to working in a school environment	Essential	Application Form and Interview
Ability to demonstrate an excellent record of punctuality and attendance		
Enthusiastic and positive attitude towards learning and a belief that all children can succeed		
Willingness to learn about a range of disabilities and ways of supporting such pupils		
Able to be adaptable and be flexible to respond to regularly changing requirements	Essential	Checks and clearances
Satisfactorily meeting the School's employment checks - including Disclosure and Barring Service (DBS) check, health assessment, references, qualifications, and legal entitlement to work in the UK		