

**Learning Support Assistant
Grade 3 (Full time)**

HOURS: **37 hours per week – Term time only plus 5 training days**
Monday to Friday 8.30 a.m. to 4.30 p.m. (4.00 finish Friday)

JOB PURPOSE: To provide structured support and guidance in the development of our students' academic and social needs
To provide in-class support to our teachers and delivery practitioners
To assist with lunchtime supervision
To assist with after school and break duties as part of the rota
To assist with the tutorial programme as a co-tutor

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:**Learning Support Assistant**

1. To develop an understanding of the special educational needs of the student/s concerned
2. To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials
3. To build and maintain successful relationships with students, treat them consistently, with respect, dignity and consideration.
4. To strive towards the development of independent learning for our students
5. To support in the reinforcement of learning
6. To assist students with physical needs, both in and out of the classroom
7. To help students record work in ways appropriate to their needs and level
8. To support in the assessment of Student Support Plans and targets
9. To inspire positive attitudes, developing self-belief and building motivation

10. To model good practice in effective learning to keep students on task
11. To contribute towards the rewards system, capturing students being successful
12. To have formal and informal meetings with teachers to contribute to planning lessons/activities
13. To support in the preparation of materials and resources that can reach a variety of students of different levels of ability.
14. To prepare students beforehand for a task
15. To apply total communication strategies that support and develop understanding
16. To work on differentiated activities with identified groups
17. To support the teacher in implementing specific teaching programmes
18. To supervise practical tasks
19. To carry out structured classroom assessment/ observation and feedback outcomes
20. To be involved in keeping records and evaluating identified students' progress
21. To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate
22. To support implementation of school policies and procedures, including those relating to confidentiality and behaviour
23. To identify personal training needs and to attend appropriate internal and external in-service training
24. Provide support to a form tutor as a co-tutor
25. Encourage students to interact and work co-operatively with others and engage all students in activities.
26. Play an active role in the support of positive behaviour management of students both in and out of the classroom, reporting issues as appropriate.
27. To develop communications with parents, both written and verbal
28. Support in the examinations arrangements acting as a reader, prompt or scribe.

29. To embrace and adopt our 10 Professional Core Standards and seek to develop your skills, qualities and practice within this structure so that you can better serve our students.

Other Duties

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.

Safeguarding

Teachers are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the Academy's Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. A copy of the Academy's Child Protection Procedure can be obtained from the jobholder's line manager.
- ***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the Academy's Disciplinary Procedure.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Academy's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Academy's Data Protection Policy.

Equality and Diversity

Sidney Stringer Multi Academy Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training and Development

Sidney Stringer Primary Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests

PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS
QUALIFICATION	<ul style="list-style-type: none"> ▪ A desire to continue to improve literacy, numeracy and ICT skills, with Grade C achieved in English and Maths
KNOWLEDGE And UNDERSTANDING	<ul style="list-style-type: none"> ▪ Of the needs and characteristics of young people with SEND ▪ Of what constitutes positive behaviour management ▪ Of the importance of positive role models for young people ▪ Of strategies, including literacy, numeracy, ICT, independent learning, special educational needs and anti-racism to ensure the effective engagement of our students in learning ▪ Of equal opportunities and anti-discriminatory practice in the context of the school community
SKILLS And ABILITIES	<ul style="list-style-type: none"> ▪ Approachable and intuitive ▪ To communicate effectively – verbal and written - with students, staff and parents ▪ To motivate and encourage students to work co-operatively ▪ To establish and maintain good professional relationships with adults and young people and to deal with difficult situations sensitively ▪ To be a team player ▪ To demonstrate relationship building outside of the classroom ▪ To adopt total communication techniques and develop them sufficiently to reach out to all of our students
ATTITUDES And VALUES	<ul style="list-style-type: none"> ▪ High expectations of personal performance and of pupils' success ▪ Commitment to build upon your own learning through our structures ▪ A belief in meeting the needs of the whole child
EXPERIENCE	<ul style="list-style-type: none"> ▪ Of working with groups of young people with SEND, preferably of secondary age ▪ Of resolving problems and handling challenging situations ▪ Of managing behaviour effectively ▪ An EXCELLENT attendance record
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> ▪ This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment