

LEARNING SUPPORT ASSISTANT JOB DESCRIPTION

RESPONSIBILITY

The Family Care Group – Board of Directors

ACCOUNTABLE TO

Head Teacher and assigned supervisor

BASIC AIMS OF THE POST

- To provide academic, emotional and social support for pupils at Access School as stated on their Statement of Educational Needs.
- To work under a therapeutic governance to ensure the best outcomes for pupils
- To work within the 'In-House' Educational Setting or to support a pupil in a Local Authority School, as appropriate.
- To work within a framework that can adapt to the changing needs of the pupil.
- To work with the aims and objectives of Access School and the Family Care Group's Procedure and Guidance Manual.
- To ensure the company's commitment to the safeguarding of children and young people is upheld and any areas of concern are reported immediately to the appropriate person.

DUTIES OF THE POST

- To assist in the preparation of materials and equipment in readiness for lessons.
- To take guidance from the teacher in all day to day routines, and to assist in the education of children.
- To work alongside teachers within the classroom to ensure that lessons follow the agreed plan and maximise the achievement of set learning and behavioural objectives.
- To support the teacher in monitoring and recording pupil progress and to work towards the main aim of integration into a school or unit, as recommended by an Education Authority responsible for a pupil.
- To contribute information to the teacher for reviews or Core Group meetings and occasionally to attend such meetings at the discretion of the Headteacher.
- To contribute towards providing a stimulating educational environment within the teaching area through displays of work, appropriately mounted.

- To participate in In-Service Training, as required by the Head Teacher and the Family Care Group's staff training and development programme.
- To assist the teacher in developing pupils' personal and social skills.
- To contribute to the safe care of pupils on planned residential and sports events and visits out of school.
- To be a full participant in staff meetings thereby having the opportunity of contributing to the development of policy within the school.
- To help in supporting and facilitating a good working atmosphere within the school.
- To perform supervisory duties at break times, parts of lunchtimes and after school.
- To offer pastoral support to pupils and contribute to the pupils' emotional, cultural, moral and social development.
- To agree to participate in an agreed system of supervision and appraisal.
- To undertake additional duties relevant to the post, as determined by the Head Teacher
- To declare any other work (paid or voluntary) or activity that may lead to a conflict of interest.

CONFIDENTIALITY

Acknowledging the need for professional sharing of information **within the staff team**, the worker is required to maintain strict confidentiality of information conveyed to them by parents or by external professional colleagues. Breach of confidentiality by a member of staff could result in disciplinary procedures being instituted.

ADDITIONAL DUTIES

It is in the nature of the work of the Family Care Group that tasks and responsibilities are, in many circumstances, unpredictable and varied. All staff are therefore expected to work in a flexible way when the occasion arises that tasks which are not specifically covered in their job description have to be undertaken. These additional duties will normally be to cover unforeseen circumstances or changes in work and they will normally be compatible with the regular type of work. (If the additional responsibility or task becomes a regular or frequent part of a member of staff's job, it will be added to the job description). Also to attend the equivalent of five teacher training days.

Please note that some of the pupils can, at times, be aggressive and violent and this post will involve the staff member in intervention strategies.

LEARNING SUPPORT ASSISTANT PERSON SPECIFICATION

FACTOR	ESSENTIAL	DESIRABLE	METHOD AND ASSESSMENT
EXPERIENCE	<ul style="list-style-type: none"> Experience of working with children providing positive management and an ability to enhance their development 	<ul style="list-style-type: none"> Experience of working with SEN pupils 	Interview
ABILITIES/ KNOWLEDGE RELEVANT TO THE POST	<ul style="list-style-type: none"> Knowledge of human growth and child development Ability to deal with challenging behaviour 	<ul style="list-style-type: none"> An understanding of the effects of adverse social circumstances on child developmental behaviour Knowledge about Special Education Needs 	Interview
RELEVANT EDUCATION AND TRAINING	<ul style="list-style-type: none"> 5 GCSEs or equivalent (Grades C and above) Good standard of communication skills Commitment to further training 	<ul style="list-style-type: none"> Nationally recognised qualifications e.g. NNEB, BTEC/City and Guilds, NVQ etc 	Interview and Evidence
SKILLS/PERSONAL QUALITIES	<ul style="list-style-type: none"> Ability to relate to young people and adults Good communication and inter-personal skills Good organisational skills Ability to show initiative Ability to cope when under pressure or faced with complex, difficult or challenging behaviour Enthusiasm and motivation Creativity Adaptability and flexibility 	<ul style="list-style-type: none"> Sense of humour Ability to identify stress and deal with it appropriately 	Interview
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> A commitment to equal opportunities for all Respect for individuals Work in an anti-discriminatory way Non-judgemental 	<ul style="list-style-type: none"> Knowledge of different cultures Awareness of issues that children may face by reason of their race, gender or disability 	Interview
OTHER REQUIREMENTS	<ul style="list-style-type: none"> Ability to work as part of a multi-disciplinary team 	<ul style="list-style-type: none"> Ability to drive 	Interview