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| Learning Support Assistant job description | |
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| **Post:** | Learning Support Assistant – Level 1 |
| **Salary / Grade** | Scale 3 – Spine Point 14 - 17 |
| **Hours** | 35 hours per week term-time only |
| **Responsible to:** | SENCO |

**Purpose of the job**

To provide support for students, the teacher and the school in order to raise standards of achievement for all students, to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

**Key responsibilities**

1. Work as part of the staff team at the direction of the SENCO or class teacher to support teaching provision and students’ learning.
2. Under the guidance of the SENCO or class teacher, to work with individuals and groups of students in class, including those students with SEND/EAL to help them to achieve to the best of their ability.
3. At the direction of the SENCO or class teacher, to help to organise classroom activities, prepare resources and implement strategies for teaching and learning.
4. To provide support for students at unstructured times to aid social interaction and the development of social skills.
5. To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
6. Support the teaching of the schools literacy and numeracy strategies and assist students to access the full curriculum. Be familiar with lesson plans, SEN support plans, EHCP’s and learning objectives.
7. Use ICT effectively to carry out departmental administrative duties including liaising with professionals with regard to annual reviews for Educational Health Care Plans and updating the MIS system.
8. Observe students’ performance and using the systems in place in the school provide the SENCO and teacher with feedback on student progress in relation to provision.
9. Ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed.
10. Communicate and liaise with other members of school staff in order to ensure the most effective provision for students’ academic, emotional and social development.
11. In collaboration with the SENCO and class teacher, communicate with professionals from outside the college and contribute to meetings held to review students’ progress.
12. In collaboration with the SENCO or class teacher, communicate and liaise with parents and guardians to facilitate the progress and inclusion of students.
13. Attend outings with students, in accordance with school policies and safety guidelines, providing assistance with students’ care and welfare and with the learning activities undertaken.
14. Undertake any other reasonable duties from time to time as may be directed by the Principal or their nominee.
15. Contribute to school development through identified communication and consultation channels.
16. To respect the confidential nature of information relating to the school and its students.
17. Comply with any reasonable request from management to undertake work of a similar level that is not specified in this job description

**Safeguarding and Promoting the Welfare of Children**

1. Have knowledge of, and adhere to, safeguarding policies and procedures.
2. Ensure a safe and supportive academy culture.
3. Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.
4. Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
5. Ensure equality of opportunity for all staff to facilitate their continuing professional development.
6. Be aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and statutory guidance Keeping Children Safe in Education 2016 in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Trust to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Date of issue: ………………………………………..

Signature of post holder: ………………………………………..

Signature of Chair of Governors: ………………………………………..

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| Person specification | | |
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|  | **Essential** | **Desirable** | |
| **Qualifications** |  |  | |
| Sound literacy and numeracy | **✓** |  | |
| Knowledge and understanding of conditions experienced by SEND students. | **✓** |  | |
| Be able to demonstrate a willingness to attend appropriate training and development | **✓** |  | |
| Evidence of continuing professional development |  | **✓** | |
| **Experience and skills** |  |  | |
| Experience of working with groups of children | **✓** |  | |
| Experience of working as a TA / LSA |  | **✓** | |
| Experience of supporting / teaching young people with dyslexia, speech and language difficulties, autism or any other SEN need. |  | **✓** | |
| Experience of EHCP the EHCP process |  | **✓** | |
| Ability to build effective relationships with students while commanding respect and maintaining the ability to impose effective discipline | **✓** |  | |
| A willingness to engage with strategies to support SEND students | **✓** |  | |
| Confidence and ability to communicate concerns and guidance on strategies to teaching staff. | **✓** |  | |
| Initiative and flexibility. Ability to deal with unexpected or unplanned situations or reactions during the school day. | **✓** |  | |
| Good organisational skills: keeping accurate monitoring records, managing timetable changes, prioritising demands. | **✓** |  | |
| Comfortable with the use of ICT as a means of communicating and sharing information. | **✓** |  | |
| Knowledge of Data Protection legislation | **✓** |  | |
| Working as a member of a team | **✓** |  | |
| **Personal Attributes** |  |  | |
| Be able to maintain confidentiality | **✓** |  | |
| Be able to remain impartial | **✓** |  | |
| Have a flexible approach to working hours | **✓** |  | |
| Have a positive attitude to personal development and training | **✓** |  | |
| Good interpersonal skills | **✓** |  | |
| **Vision and values** |  |  | |
| Vision and values aligned with the academy’s high aspirations and high expectations for children, staff and families | **✓** |  | |
| Willingness to engage with parents in order to encourage their close involvement in the education of their children | **✓** |  | |
| Resilience and motivation to support the academy through day-to-day challenges while maintaining positivity and professionalism | **✓** |  | |
| A deep commitment to the safeguarding and wellbeing of all students | **✓** |  | |
| **Relationships with Stakeholders** |  |  | |
| Commitment to working with others to secure the best outcomes for children | **✓** |  | |
| **Work-Related Personal Qualities** |  |  | |
| Demonstrate personal enthusiasm and commitment aimed at making a positive difference to children and young people and raising standards | **✓** |  | |
| Demonstrate personal and professional integrity, including modelling values and vision | **✓** |  | |
| Commitment to support the aims of the Trust | **✓** |  | |
| Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour | **✓** |  | |