

JOB DESCRIPTION & PERSON SPECIFICATION

Title of Post: Learning Support Assistant

Hornsey School for Girls is committed to safeguarding and promoting the welfare of our students. All roles, including this one, are subject to safeguarding screening appropriate to the post, including checks of past employers and disclosures with the relevant body at an enhanced level. New DBS checks are conducted at regular intervals for current post holders.

Date: May 2016

Purpose	As a member of the IAL team to support teachers as directed to meet the needs of all students, including those with SEN and EHC, to ensure that students achieve their potential.
Responsible for	There are no line management responsibilities within this post.
Reporting to	Higher Level Teaching Assistant or SENCO/Safeguarding
Liaising with	Colleagues in the Intervention for Additional Learning Department, the Student Services team and colleagues across the school; parents; external agencies.
Scale/Grade	Scale 5
Terms & Conditions	36 hours x 40 weeks per annum. Part-time will be considered where appropriate. Colleagues may be required to work out of hours by negotiation.
Main Duties	<ul style="list-style-type: none"> • Work in partnership with relevant colleagues in the classroom to ensure the rapid progress and quality of provision for all students including those with SEND needs. • Work closely with colleagues across the school to promote the inclusion and acceptance of all pupils. • To provide accurate and objective feedback reports as required to the teacher on student achievement, progress and other matters. • Act as a Key Worker to designated students and assist with the development and implementation of relevant plans to support student needs. • Set challenging and demanding expectations and promote self-esteem and independence of designated students. • Implement strategies that enable students with special educational needs to meet their learning objectives and progress targets. This will include providing individual support to students and groups of students both in lessons and in other contexts. • Advise teachers on SEND areas as required based on student need. • To assess individual students and mark work under the direction

	<p>of the class teacher and SENCO.</p> <ul style="list-style-type: none"> • To provide information for discussions and meetings with teachers, families and external agencies e.g. RNIB, Autism team, Speech and Language therapist, Educational Psychologist. • To contribute to a system of recording student progress in conjunction with the class teacher and SENCO and report on the outcomes of classroom support for students with SEND termly • Assist with the organisation of Planning Review meetings for parents, teachers and external agencies. • Support teachers in class and develop resources and learning activities that engage learners. This includes the use of ICT. • Encourage students to interact with others and engage in activities led by the teacher. • Assist with the provision of exam special arrangements for students as required. • Liaise with parents/carers of identified students; ensure that there is regular communication with and reporting to parents/carers and that all paperwork is completed accurately and in a timely manner. • Work closely with teaching staff to develop strategies for working with students with special educational needs and participate in the evaluation of the support programme • The post holders will shadow each other, provide cover for absent colleagues and assist the HLTA/SENCO in making arrangements for students where staff are absent. • Take responsibility for leading, delivering and evaluating one agreed activity for individuals or groups requiring a different learning approach i.e. SALT, English intervention, Handwriting Club. • Promote high standards of behaviour and learning; supporting and monitoring interventions for behaviour and learning • Where requested, lead on speaking and listening examinations for modern foreign languages. • Advise on SEND areas to assist the class teacher in differentiating for all students across the curriculum • Where requested, act as interpreter on information or parents' evenings. • Health & Safety duties as directed by the School Business Leader to ensure that the school meets its duty of care to all students, staff and visitors. The post holder will be a member of the school's Critical Incident Support Team and will assist the Headteacher and Leadership team in an emergency.
<u>Other Specific Duties</u>	<ul style="list-style-type: none"> • Assist in the supervision of students as required, for example in exams, on trips and at break times. • The post holder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health and safety, and equal

	<p>opportunities.</p> <ul style="list-style-type: none"> • Implement and follow all school and LA policies and procedures, including giving due regard to the schools equal opportunity policy • Ensure all work is appropriately documented and kept up-to-date. • Participate fully in the School's Self-Review, Performance Management/Staff Review and School Improvement Plan procedures. • Keep abreast of current legislation and developments in relation to finance and attend training where appropriate. • Attend and actively participate in staff meetings.
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Hornsey School for Girls is a multi-ethnic 11-19 girls' school whose aim is to grow a love of learning for all its young women within a global environment. Hornsey School for Girls strives to inspire every girl to be ambitious in exceeding her potential. We encourage social responsibility for all by fostering healthy relationships, mutual respect, safety and collaboration between all members of our school community. It is expected that the post holder will carry out her/his responsibilities within this philosophy. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This list of duties does not exhaust the full requirements of this role and the school may require the post holder to carry out any other duties commensurate with your role and salary grade. The post holder may choose to undertake 1st Aid duties. This is entirely voluntary and there is no expectation that 1st Aid is essential to this post. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

This role is subject to an enhanced DBS check

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PERSON SPECIFICATION

Skills & Aptitudes	<ul style="list-style-type: none"> • Good skill/aptitude levels in dealing with adults and young people. • Ability to work with a wide range of individuals and external agencies. • Good communication (written and oral) and administrative skills. • Good level of IT skill in a range of packages. • Effective use of ICT to produce a range of stimulating material to support learning • Ability to work collaboratively as part of a team, understanding classroom roles and responsibilities and your own position within these
Qualifications & Experience	<ul style="list-style-type: none"> • Degree desirable, • Level 3 qualifications in role related subject is essential. A related SEN related qualification would be preferable. • Understanding of relevant policies/codes of practice and awareness of relevant legislation; Good understanding of national/foundation stage • Good understanding of child development, behavior and learning • Minimum Level 2 or equivalent qualification in English and Maths. • Experience of working with young people with complex learning difficulties. • Knowledge and experience of procedures and legal requirements related to Child Protection and Safeguarding. • Outstanding record of attendance and punctuality.
Qualities	<ul style="list-style-type: none"> • High levels of integrity, trust and endeavour. • Self-confidence and a calm approach when dealing with challenging and difficult circumstances. • A sense of ambition and empathy for all learners. • A self-starter who can set and meet deadlines and prioritise. • A problem solver who always wants to achieve better levels of service. • Approachable, flexible and with sound judgement.

JD and person spec prepared by	
Date	
Signed (SBM)	
Date	
Signed (Employee)	
Date	