

**Sanders School
Job Description
Learning Support Assistant
with experience of British Sign Language**

POST TITLE: Learning Support Assistant with experience of BSL
GRADE / LEVEL: APTC 3 (30 hours per week/ 39 weeks per year)
ACCOUNTABLE TO: Director of Learning - Inclusion and SEN Manager

The following provides the overall strategy and remit of the post holder. It should be read in conjunction with the Appraisal documentation to provide the key impact and outcomes expected for the academic year ahead. It is not intended as an exhaustive 'job list', but identifies key role descriptors that the post holder is accountable for. The school expects staff to work flexibly and with initiative to improve student outcomes, and as such a post holder may be required to carry out tasks not listed here but within the remit of the post.

Key Role Descriptors

The Learning Support Assistant (LSA) is a member of a team of practitioners responsible for the education and care of the children in school. The LSA is expected to support students to make expected and above expected progress. To do this the LSA will need to differentiate materials and the curriculum so students are supported to succeed as well as challenged.

The LSA is expected to have a good working knowledge of the student's individual needs so they can work proactively with the teacher to provide the best support and teaching experience to the student. Experience of using British Sign Language is required: a Level 2 BSL qualification is desirable.

The teacher and the LSA work as a team - being 'partners' in supporting the students' access to learning and the whole curriculum (including the National Curriculum) and their independence as learners.

The LSA works under the direction and control of the Head Teacher and the relevant PL/AHT/SEN Manager/class teacher. At Grade 2 they would normally be expected to work under less direct supervision of a teacher. They may be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

The main duties and responsibilities for this role are:

Support for pupils:

- Provide appropriate levels of individual attention, reassurance and help for pupil(s) needs, as identified in Individual Education Plans
- Support the specific needs of specified pupils – physical, emotional and/or behavioural
- Support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- Ensure that teachers are aware of specific learning needs and targets of identified pupils
- Foster pupil independence through supporting improvement in their knowledge, skills and understanding
- Provide information, advice and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
- Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment

- Where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the School Visits Policy

Support for the teacher(s):

- Support pupil(s) access to the curriculum by differentiating instructions and resources
- Prepare materials of the quality and quantity specified by the teacher
- Help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- Support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work and progress of pupils
- Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- Support behaviour management at the beginning and end of lessons and during lesson transfer
- Where necessary, correct behaviour to maintain order and discipline
- Report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the teacher

Support for the school/department:

- Attend meetings, including meetings of the subject/learning support department/ team, where appropriate
- Support school and national tests and examinations by invigilation and/or acting as a reader or amanuensis as necessary
- Support and assist in the administration of assessments
- Contribute to the review of team practice, identifying and sharing information on opportunities for improvement
- Demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- Give clear, accurate and complete information to other Learning Support Assistants, teachers, other professionals and the AHT & SEN Manager as needed, to support effective learning
- Provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- Actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- Promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO

Support for the curriculum:

- Agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs
- Help pupils with the use of ICT and appropriate curriculum software
- Obtain accurate and up-to-date information on pupils' literacy, current reading ability, their writing skills and oracy and language development
- Agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies
- Promptly inform the teacher when a pupil is experiencing learning difficulties that cannot be resolved.
- Respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- Provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- Provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- Use appropriate strategies for challenging and motivating pupils to learn

Arrangements for appraisal performance:

- Participate in the annual performance review process

Sanders School
Person Specification
LEARNING SUPPORT ASSISTANT
with experience of BSL

SKILLS and ABILITIES	ESSENTIAL	DESIRABLE	ASSESSED BY
Ability to communicate and interact effectively with children and young people	✓		Interview
Ability to recognise and identify problems and take appropriate action	✓		Application
Ability to understand and contribute to educational programmes	✓		Application & Interview
The ability to deal with students' physical, emotional and behavioural needs as well as provide individual support as appropriate	✓		Application & Interview
KNOWLEDGE	ESSENTIAL	DESIRABLE	ASSESSED BY
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓		Application & Interview
How to support a child whilst encouraging independence	✓		Application & Interview
How children and young people learn	✓		Application & Interview
The importance of planning and evaluation of learning difficulties	✓		Application & Interview
The importance of adults as role models and the importance of this for Learning Support Assistants	✓		Interview
School behaviour policies	✓		Interview
School's Health and Safety, confidentiality and Equal Opportunities policies	✓		Application & Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓	Application & Interview
The resources used to develop literacy and numeracy skills		✓	Application & Interview
QUALIFICATIONS AND EXPERIENCE	ESSENTIAL	DESIRABLE	ASSESSED BY
Experience of using British Sign Language to Level 2 BSL	✓		Application
Either at least two years' experience of comparable work in a similar setting and N/SVA Level 2 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 2	✓		Application & Interview
GCSE grade 'C' (equivalent) or above in English and mathematics	✓		Application
Experience working with children and young people in a paid or voluntary capacity	✓		Application & Interview

Core Professional Expectations at Sanders School

All staff must

- demonstrate the utmost responsibility for safeguarding and promoting the welfare of young people especially to Prevent, Radicalisation: Child Protection and FGM
- have an unstinting commitment to raising the educational achievement of each and every student
- have high expectations for all learners
- demonstrate effectively the positive behaviour and attitudes expected from students
- build positive relationships by treating all community members with consistency, respect and consideration
- work effectively as part of a team, demonstrating co-operation, mutual support and reflective practice
- observe confidentiality, freedom of information and copyright in a manner consistent with legal requirements.
- maintain the highest standards of honesty and integrity in the management and administration of duties, including School property and finance
- avoid bringing the reputation and standing of the School or profession into disrepute
- avoid misuse or misrepresentation of professional position, qualifications or experience
- display ownership and proactiveness in completion of continuing professional development
- act as a role model of professional practice for others, modelling effective strategies with them