

## JOB DESCRIPTION

### JOB DESCRIPTION

**School:** The London Nautical School

SECTION A: Reporting to:	
Job Title:	Learning Support Assistant
Grade:	Scale 3 (14 to 17)
Reporting to:	SENDCO

SECTION B: Responsible for: Staff Supervised	
None	

### SECTION C: PURPOSE OF POST

The main responsibilities of a Learning Support Assistant (LSA) will be to support those students with a Statement or EHCP within the mainstream classroom to access the curriculum and develop independent learning skills. In addition to this, the main focus will also be ensure that students work towards their individual long and short term outcomes. Training for LSAs will be provided in Autism, Speech and Language, Behaviour and Literacy. Opportunities for professional development in teaching and leading on small group teaching is also available for an outstanding candidate.

### SECTION D: Main duties and Responsibilities/Functional Links

#### **1. Staff Development & Communication**

1.1 To participate with school staff in the comprehensive assessment of pupils who need additional support to overcome barriers to learning (i.e. to assist in identifying pupils with special educational needs and those at risk of underachieving and to agree the needs of pupils identified)

1.2 To undertake necessary administrative tasks relating to the duties of the post, specifically:

- to support the SENCO in maintaining a database of information in relation to the individual pupil's needs and progress
- to monitor, evaluate and report on the implementation of Student learning profiles, identifying clearly specified short-term and long-term goals
- to work closely with others (LSAs, teachers, tutors and SENCO) to ensure that the learning support needs of SEN pupils are met in accordance with their Long and Short term outcomes.
- to keep a detailed monitoring and progress record and to make it available to the SENCO when requested
- to attend meetings as appropriate, participating in note-taking when required

1.3 To gain and maintain a high level of professional expertise by undertaking appropriate training, networking with the Learning Support Team to share good practice and to contribute to the continued development and monitoring the Learning Support provision within the school

#### **2. Pupil Development & Communication**

2.1 To take responsibility for identified pupils in supporting them to achieve their targets through the implementation of the strategies outlined in their Student learning profile

- 2.2 To ensure the implementation of the recommended provision and strategies within the young person's Statement/ Education, Health and Care plan
- 2.3 To establish and develop a close support relationship with designated pupils, aimed at monitoring progress and achieving the identified short-term and long-term goals in their Statements, EHCPs and IEPs
- 2.4 Work with the Educational psychologist, Speech and Language Therapist and other external agencies to be trained in delivering specific child centred programmes to further accelerate progress in certain areas of cognition and learning/ social, emotional and mental health/ speech, language and communication/ sensory and physical needs
- 2.5 To work in a variety of ways to support, motivate and challenge pupils to raise levels of achievement, specifically:
- individual or group work to develop skills and complete work, as well as implementing the strategies outlined in each young person's Student Learning profile
  - use of student tracking performance data to identify targets and evaluate progress
  - implement testing and review processes
  - implement behaviour and discipline policies and procedures
  - implement policies for enhancing literacy and numeracy
- 2.6 To act as mediator and advocate working in the best interests of pupils with SEN when in professional dialogue with others

### **3. Multiple Agency Development & Communication**

- 3.1 To acquire and maintain a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils, including:
- keep abreast of new developments, legislation and initiatives relevant to Learning Support, SEN and ASD.
  - work closely with others to support pupils with SEN and others for whom barriers to learning may be outside the school's direct control
  - participate fully in the sharing of information between local agencies and the school within the framework of the schools agreed protocols and practice
- 3.2 To assist the SENCo in being a 'focal point' of contact between various agencies where a multiple agency approach is required for a pupil with SEN (e.g. EWO, Social Care, Community Health, Youth Offending Team, etc) so that the needs of the young person are met in a focused and integrated way
- 3.3 To support pupils with Special Educational Needs to take advantage of extra-curricular provision, including clubs, visits and extra tuition, when these are available and appropriate

### **4. Home/School Development & Communication**

- 4.1 To develop positive relationships and maintain regular contact with families/carers by keeping them informed of the pupil's needs and progress
- 4.2 To facilitate and secure positive family support and involvement for SEN pupils

### **5. Other duties**

- 5.1 To undertake other duties consistent with the scope of the post and within the competence of the post-holder, as required by the line manager

5.2 This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent in carrying them out. In light of the ongoing review of the support provision, the duties may be subject to modification or amendment at any time, in consultation with the post-holder to ensure the smooth running of the school

5.3 All employees are required to participate in the Employee Development Scheme and to undertake appropriate training and development identified to enhance their work

To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

#### **Data Protection**

It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.

#### **Equal Opportunities**

To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

#### **Health and Safety**

1. Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.
2. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

#### **Safeguarding**

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority

#### **Functional Links**

- Special Educational Needs and Disabilities Co-ordinator (SENDCO)
- School Staff
- Support services / agencies

<b>SECTION E:</b>	Other relevant matters
-------------------	------------------------

None

<b>SECTION F:</b>	Signatures – Job Description discussed and agreed
-------------------	---

Signature of Post Holder	
Date	
Signature of Supervisor (Line Manager)	
Date	

**PERSON SPECIFICATION**

**School:** The London Nautical School  
**Job Title:** Learning Support Assistant  
**Grade:** Scale 3

		<b>Shortlisting Criteria</b>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Excellent interpersonal skills</li> <li>▪ Resilient to dealing with challenging and obsessive behaviour</li> <li>▪ Ability to motivate, support and challenge pupils and staff as appropriate</li> <li>▪ Excellent oral and written communication skills</li> <li>▪ Ability to organise workload, prioritise, meet deadlines and follows tasks to successful conclusion</li> <li>▪ Ability to manage students firmly, fairly and effectively</li> <li>▪ Desire to play a wider role in school</li> <li>▪ Ability to anticipate problems and solve them creatively</li> <li>▪ Ability to review progress, procedures and policies to develop areas of which there is individual or shared responsibility</li> </ul>	<p>Essential Essential</p> <p>Essential</p> <p>Essential Essential</p> <p>Essential Desirable Desirable Desirable Desirable</p>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of working with a supporting young people with Special Educational Needs or disabilities</li> <li>▪ Experience of working within a mainstream or specialist provision</li> <li>▪ Knowledge of educational issues related to SEN and Inclusion</li> <li>▪ Ability, ambition and experience to develop and maintain a clear and vibrant vision for pupil support and development</li> <li>▪ Experience of successfully contributing to aspects of whole school/company life</li> <li>▪ Use of tried and tested strategies in supporting the different needs related to autism in the mainstream classroom.</li> <li>▪ Use of Target setting, monitoring and evaluation to raise standards</li> <li>▪ Application and development of ICT to perform duties</li> <li>▪ Ability to implement strategies and programmes which are reviewed regularly.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable Desirable</p>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>▪ Good honours degree</li> <li>▪ Literacy and Numeracy competency at GCSE level or above.</li> <li>▪ Relevant training in the areas of SEN (Literacy, Numeracy, Speech and Language) and/or Autism.</li> </ul>	<p>Essential Essential</p> <p>Desirable</p>
<b>Key Competencies</b>	<ul style="list-style-type: none"> <li>▪ Excellent attendance and punctuality</li> <li>▪ Excellent personal presentation</li> <li>▪ Humour, optimism and ambition</li> </ul>	<p>Essential Essential Essential</p>