



1. ROLE TITLE

School: The Totteridge Academy

Reports to: SENCo

Job Title: Learning Support Assistant

Date: February 2024

2. PURPOSE OF ROLE

The objectives of a Learning Support Assistant will differ according to the individual requirements of each student. Their overall function is to support students' diverse Special Educational Needs and Disabilities (SEND) through the academic, personal and behavioural elements of the school life.

3. KEY DUTIES FOR THE LSA ROLE

All duties associated with this role require the highest standards of professionalism at all times in terms of manner, conduct and appearance. This role also demands high levels of literacy competency as all written communication must be in Standard English.

4. SUPPORTING AND EXTENDING SEND STUDENTS' LEARNING

- Support students' learning across the curriculum, tailoring the support to match individual needs
- Have a developed understanding of each student's individual needs
- Support students in learning as well as developing their independence
- Support students to access their learning through effective use of ICT and other resources
- Contribute to assessing students' progress and using this to develop their learning
- Identify and remove barriers to students' learning by making reasonable adjustments
- Adapt and customise curricular materials
- Support teacher planning and preparation of resources
- Use the school's teaching and learning strategies when working with students
- Liaise with students, their parents/carers, teachers and practitioners to support students' learning and well-being
- Attend training and disseminate information to necessary recipients
- Work with teachers to plan, implement, and review personalised learning
- Support the sharing of key documentation and information about SEND students to staff and key stakeholders
- Set and review targets for students you support





5. MEETING STUDENTS' WIDER WELL-BEING NEEDS

- Support the emotional well-being and mental health of SEND students
- Enhance SEND students' social and personal development and preparation for their futures
- Support additional interventions for improving students' learning and well-being
- Support SEND students to access extra-curricular activities
- Safeguard the welfare of all students
- Support the transition and transfer of SEND students
- Accompany students to relevant therapy sessions (depending on individual needs)
- Work with parents/carers of SEND students to establish effective support strategies
- Run activities and clubs in the Inclusion Hub when students are not in lessons

6. SUPPORTING THE WIDER WORK OF THE SCHOOL

- Support with access arrangements for exams and tests
- Contribute to maintaining students' records
- Raise awareness and knowledge of SEND students and their needs among the school staff
- Lead in a key area of SEND, ensuring students are fully supported in this area
- Run intervention sessions for SEND students outside of lesson hours and share intervention strategies
- Monitor and evaluate the impact of intervention sessions and adapt them accordingly to ensure effectiveness
- Escort and supervise SEND students on educational visits and out of school activities
- Contribute to and support the applications and reviews of Education, Health and Care Plans
- Share good practice with and lead training for staff and the inclusion team
- Ensure key documents are filed and information is accessed and used by the relevant staff
- Ensure up-to-date knowledge of the best strategies to support the learning of SEND students and implement and share these
- Complete the relevant documentation for the assess-plan-do-review cycle
- Work with teachers to track the development of SEND students and adapt support accordingly

7. FLEXIBILITY

- Provide primary first aid cover within the school to students and staff, supporting students routinely with specific medical needs as necessary
- This job description is not intended to be all-inclusive and we require the post-holder to be flexible and show initiative
- The post holder may be required to perform other related duties, within the pay grade, to meet the ongoing needs of the school





8. PERSONAL SPECIFICATION

- You will need to:
- Have GCSE, 'O' Level or equivalent qualifications in Maths and English Grade 5 (or C)
- Have knowledge and understanding of the different social, cultural and physical needs of pupils
- Have an interest in how children learn and behave
- Provide appropriate role models of behaviour both in the classroom and around the school
- Really care about children, particularly those with SEND
- Have training in aspects of SEND, or be willing to take part in training, i.e. ELSA, dyslexia. You must be able to:
 - Develop a full working knowledge of relevant policies/codes of practice
 - Carry out tasks and responsibilities under the direction of the SENDCo
 - Plan and prioritise tasks and work under the pressure of a busy, inclusive school
 - Be proactive and show initiative when supporting students
 - Communicate effectively and appropriately to all students and staff
 - Motivate pupils to learn, socialise, and develop
 - Assist with the organisation of the learning environment
 - Maintain accurate records of the students and their progress
 - Have patience and be flexible and innovative with a clear understanding of how children might behave and react according to their needs
- Be computer literate
- Attend training courses considered appropriate for the post

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children and believe in all pupils' entitlement to a broad, balanced and meaningful education.

