



Job Description & Person Specification

Job Title: Learning Support Assistant

Scale: Scale 4

Job Purpose:

- Support identified students within the classroom environment, within small group situations and on a one to one basis.
 - Work with teachers to enhance student progress, whilst also promoting their independence, self-esteem and social inclusion.
-

Reporting Arrangements

Reporting to: SEND Coordinator

Accountable for: N/A

Main Responsibilities:

1. Provision for students with SEND

- Act as keyworker for students with SEND in order to support their progress throughout school.
- Prepare and maintain learning resources according to the needs of students with SEND.
- Where necessary deliver small group and one to one intervention programs as directed by the SENDCO.
- Act upon the appropriate advice of outside agencies to implement advice and strategies given on how to support students with SEND.
- Reflect on the quality of support for students with additional needs and act on the outcomes of this process.
- Update school focused plans for students with additional needs to profile their needs to staff.
- Contribute to the development of provision for students with SEND across the whole school.
- Provide in class support for students with SEND.
- Supervise the activities of individuals or groups of pupils both in and out of the classroom (including Educational and Residential Visits).
- Deputise in the absence of a teacher and conduct whole class lessons pre-planned by a teacher.

2. Learning Support Team Responsibilities

- Collaboratively work with all members of the pastoral team, to support the progress of students with SEND.
- Contribute to the Learning Support Development Plan.
- Maintain and develop up-to-date knowledge of national and local initiatives which may impact upon policy and practice.
- Attend LS team meetings and participate in staff training as required.
- Maintain accurate and up to date records where required for students with SEND.
- Contribute to Annual Review and multi-agency meetings as appropriate.

Trust Responsibilities

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- All staff are expected to be committed to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- All staff are expected to demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

Trust Responsibilities:

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- Demonstrate commitment to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- Demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

Safeguarding:

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

Core Behaviours:

It's important for all Support Staff to be able to demonstrate some or all of the core behaviours on a regular/daily basis:

- **Adaptable** - Open to change, to be flexible.
 - **Courageous** - Willing to speak up, offer ideas, challenge the norm.
 - **Hard Working** - Strong work ethic, prepared to go the extra mile.
 - **Inclusive** - Treat others fairly and equally.
 - **Engaged** - Involved/absorbed in your work, participate at all times.
 - **Value** - Add value to your role, your team and the Trust.
 - **Enquiring** - Have an enquiring mind, curious, improve and find solutions.
 - **Motivated** - Pro-active, wanting to achieve goals, willingness to try, can do attitude.
 - **Encouraging** - Giving/offering support and confidence to others, working together.
 - **Navigator** - Providing guidance, leading when necessary.
 - **Tenacious** - Perseverance, never giving up, whatever it takes.
-

Person Specification:

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Sound educational background including GCSE's Maths and English (A*-C) or equivalent 	<ul style="list-style-type: none"> • Relevant NVQ3 or equivalent qualification • First Aid qualification or willingness to take such a qualification
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working with young people who are vulnerable and/or who have special educational needs • Experience of delivering to deadlines and achieving set targets to a high standard. • Experience of allocating and prioritising workload effectively to gain maximum productivity • Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook 	<ul style="list-style-type: none"> • Experience of delivering intervention to small groups of students or on a one to one basis • Experience of developing student profiles • Experience of working with children and young people within an educational environment • Experience of working with confidential information • Awareness of current issues in the Education
Skills	<ul style="list-style-type: none"> • Ability to support teaching staff to enable students to achieve their full potential • Ability to motivate and encourage individuals and small groups of students under supervision • Ability to assess, record, monitor and report on the progress of learners. • Solution focused • An understanding of safeguarding issues • An understanding of the principals of child development and learning processes • Excellent planning and organisational skills • Ability to work independently to organise own workload • Strong interpersonal skills • Highly motivated individual with an innovative approach • Problem solving and analytical skills • Ability to evaluate processes and identify improvements 	

	<ul style="list-style-type: none"> • Ability to demonstrate engaging oral and written communication 	
Other Qualities	<ul style="list-style-type: none"> • Excellent communication skills with pupils, parents and other staff • Team player, collegiate and collaborative • An understanding of individual student's needs and strategies to meet these identified needs • Ability to make effective decisions • Ability to work accurately and methodically • Excellent time management. • Ability to remain calm under pressure • Flexible • Good team player • Willingness to undertake further training 	<ul style="list-style-type: none"> • Full driving licence