



Learning Support Assistant Job Description

POST:	Learning Support Assistant
RESPONSIBLE TO:	Principal, Director of SEND, Assistant SENDCo
GRADE:	SCP 4 - 8 (£19,264 -£20,852 FTE / £16,496 - £17,856 Pro-Rata)
LOCATION:	Oasis Academy Leesbrook, Oldham
WORKING PATTERN:	Monday – Friday, 37 hrs per week, TTO/39 weeks per year
JOB PURPOSE:	Within the Academy, helping to provide learning support for students of all abilities. To ensure all students, regardless of starting point, complexity or need make outstanding progress.
DISCLOSURE LEVEL:	Enhanced

A Preparation of Lessons

Responsible for supporting the provision of the differentiated resources and materials needed for ensuring all students in that class make outstanding progress.

Co-planning lessons with teachers to ensure that the differentiation is meeting the learning objectives.

Ensuring that the Seating Plan and Lesson plans are incorporating the suggested teaching strategies for that individual child.

Planning small intervention group work if appropriate and creating lesson plans and resources for that small withdrawal group.

B During Lesson Time

Team teaching with lead teacher

Small group intervention



1-2-1 provision for children if appropriate

Handing out resources effectively

Promote school policies on pupil behaviour

Support implementation of strategies to manage behaviour

Employ strategies for behaviour management and report any problems to the teacher

C Post Lesson

Updating parents on student progress

Updating student targets

Tracking and maintaining records about reading levels and student underachievement

Identifying, using data, any unidentified students with SEN

D Wider Contribution to the Academy

Having daily 1-2-1 Learning Conversations with students with SEN

Running small group literacy intervention sessions

Running or supporting enrichment sessions: sport, music, technology, language etc.

Helping the organisation of educational visits and going on them

Assisting with duties (before school, at break time, lesson transitions, lunchtime, student dismissal)

E Annual Reviews and Target Setting

Attending annual reviews for any Education, Health & Care Plan students ensuring all targets are written and continually updated

Completing student profiles / SEN Support Plans on all SEN students with SMART measurable targets

Ensure all staff are aware through regular bulletins about targets and changes to teaching strategies needed for individuals



F Establish and maintain relationships with individuals and groups

Establish relationships with individuals through 1-2-1 meetings and meetings with parents

Establish relationships with groups of students

Awareness of school policies for communicating with parents and carers; policies for care and wellbeing of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Principal

Interacting appropriately and professionally with teachers and other colleagues and parents/carers

Refer matters beyond competence and role to other professionals in school

Care for children in ways that have regard for their home values and practices, complying with parents' wishes

Pass on concerns about pupils to relevant people in the school

G Review and develop own professional practice

Take part in regular reviews of practice and take advantage of development opportunities

Setting personal targets and attending relevant courses/in-service training

H Support maintenance of pupil safety

Demonstrate awareness of symptoms associated with minor health problems

Have full knowledge of Health and Safety policy

Respond to minor health problems, for example with regard to asthma, allergies etc.

Report any illness to teacher or other member of staff responsible for dealing with pupil health

I Support use of ICT in the classroom

Knowledge of the sorts of ICT software and hardware that we use

Prepare ICT equipment for use



Support classroom use of equipment

J Provide support for multilingual/bilingual pupils

Knowledge of the school's policy for supporting multilingual/bilingual pupils

Explain purpose of activities to children

Agree with teacher strategies for supporting pupil

Knowledge of school's policies for inclusion, equal opportunities, multiculturalism and anti-racism

Help pupils to access curriculum and support development of target language

Utilise cross-curricular opportunities to develop target language skills

Deal with the challenges of the language demands of learning activities in ways that maintain pupil confidence and self-esteem

K Help pupils to develop literacy and numeracy skills

Knowledge of school's policies for literacy and numeracy

Working with individuals and groups on number or literacy tasks

Knowledge of intervention strategies to support pupils with literacy and numeracy difficulties

Supporting access to the curriculum through provision of support for literacy/numeracy difficulties

L Safeguarding children and young people

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

OTHER

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.



The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Learning Support Assistant Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good level of English and Mathematics 	<ul style="list-style-type: none"> • A top grade English and Mathematics GCSE • A Childcare/Teaching Assistant qualification would be desirable
Vision & Values Alignment	<ul style="list-style-type: none"> • Commitment to the belief that all young people, regardless of starting point, need or complexity will become employed in a career with prospects • Wholehearted belief and commitment that good grades are achievable by all students with the correct culture, curriculum and intervention • Common shared understanding that the Academy's core values are crucial to the success of a student 	

	Essential	Desirable
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Proven successful experience of working with children in an educational setting • Have an understanding of lesson planning, target setting and learning objectives to contribute to learning • Knowledge and understanding of the importance of the school's Health and Safety policy • Understanding of and commitment to work within the scope of the school's equal opportunities policy 	<ul style="list-style-type: none"> • Experience of successfully working with autistic children and children with Emotional and behavioural difficulties. • Knowledgeable of a range of strategies and interventions that are successful with students who have SEN • Understanding of the New SEND Code of Practice.

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Drive, ambition and shared common moral purpose • Total commitment to the vision and values of the academy • Self-starter and self-motivated • Excellent oral and written communication skills • Ability to be flexible and willingness to take on innovations and roles out of the subject area • Ability to organise workload, prioritise, meet deadlines and follow tasks to successful conclusion • Ability to set and meet ambitious, challenging goals and targets • Ability to manage students firmly, fairly and effectively • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS checks • Motivation to work with children and young people • Ability to diffuse conflict • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Able to deal with sensitive information in a confidential manner • Able to implement a range of Teaching and Learning strategies • Able to organise and deliver classroom activities • Adaptable and flexible • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	<ul style="list-style-type: none"> • Desire to play a wider role in school improvement • Ability to anticipate problems and solve them creatively
Other	<ul style="list-style-type: none"> • Excellent personal presentation • Optimism and ambition 	