

## **Job Description**

**Post Title: Learning Support Assistant**

**Grade: Scale 2 (HGHS)**

**Hours: 26.25 hours per week, TTO**

**Responsible to: SENCO or Head of Department**

## **Role Overview:**

Learning Support Assistants are employed to support the inclusion of students who have special learning difficulties, to enable them to access the curriculum as fully as possible.

The role operates mainly within mainstream classes, but occasionally the LSA may provide individual support for targeted students within the Learning Support Department.

## **Main Duties and Responsibilities**

### **Support for pupils:**

The LSA will work with pupils in a variety of ways to enable them to access the curriculum. It is the LSA's responsibility to:

1. Provide additional explanation and clarification of tasks set to individuals/ small groups
2. Assist individuals or small groups access text in order to complete a task
3. Assist a pupil with personal organisation or with the general organisation of resources
4. Help a pupil/ pupils structure and record their ideas
5. Assist a pupil to record homework
6. Assist a pupil / small group with a practical task
7. Help individual pupils / small groups to focus on the task set
8. Use their knowledge of the pupils to advise the subject teacher of appropriate / inappropriate groupings of students
9. When working with an individual pupil, it may be necessary, on occasion, to remove the pupil from the room for a short time in order to address inappropriate behaviour
10. Assist with the development, implementation and evaluation of Individual Education Plans (IEPs) and contribute to the assessment of pupil progress by keeping records of work completed and targets met
11. Contribute to and attend any review meetings for the individual pupils they support
12. Contribute to communication links with parents by writing in journals as appropriate
13. Contribute with examination access arrangements

### **Support for teachers:**

The teacher remains responsible for planning lessons and directing learning. The LSA provides support for the teacher and through this to pupils and to the teaching of the curriculum. Where possible, the teacher should discuss with the LSA, in advance of the lesson, the aims of the lesson and the contribution the LSA will be able to make.

1. To work under the direction of the teacher, whether with the whole class or with a small group of pupils or and individual.

## **General**

- To strictly observe the principles of confidentiality and Data Protection.

- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Support the School's implementation of all other current statutory requirements, e.g. Equality Act, Equal Opportunities, Child Protection.
- Participate in new initiatives and future changes in service delivery improvements to support the objectives of the School.
- The post holder will be expected to undertake any other duties to the level of the post, which may be required by the line manager.
- To fulfil personal requirements, where appropriate, with regard to School policies and procedures, health, safety and welfare, emergency, evacuation and security.
- To have responsibility for promoting and safeguarding the welfare of all students.
- The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment, to work positively and inclusively with colleagues and stakeholders so that the School provides a workplace and delivers a service that does not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disability.

## Person Specification

### Learning Support Assistant

Each candidate will be scored against the person specification as follows:

3 points = Exceeds requirements

2 points = Fully meets criteria

1 points = Meets criteria (borderline)

0 point = does not meet criteria/unable to evidence

***Any candidate who scored 0 points at shortlisting or interview should not be interviewed or appointed. The person appointed to the post must meet all of the essential criteria, in the event equal scoring candidates at this point desirable scores can be used.***

CATEGORY	CRITERIA	ESSENTIAL OR DESIRABLE	HOW ASSESSED
<b>EDUCATION, QUALIFICATIONS AND TRAINING</b>	A good Standard of general education with a minimum of GCSE Grade C or equivalent in Maths and English	<b>E</b>	Application form Qualification certificates
<b>SKILLS, ABILITIES AND KNOWLEDGE</b>	Ability to empathise, work with and motivate young people	<b>E</b>	Application form Interview
	Ability to offer a firm but friendly approach and be self-confident in dealing with young people	<b>E</b>	Application form Interview
	Ability to work with a range of pupil behaviours showing patience, resilience, tact and a calm disposition	<b>E</b>	Application form Interview
	Excellent communication and interpersonal skills, written and verbal	<b>E</b>	Application Interview
	Excellent organisation and administrative skills	<b>E</b>	Application Interview
	Committed to safeguarding of children and young people and their best interests	<b>E</b>	Application Interview
	Ability to relate well and easily to adults and young people, build and maintain good working relationships	<b>E</b>	Application Interview
	Ability to work proactively on own initiative and effectively as part of a team	<b>E</b>	Application form Interview
	Ability to plan, establish priorities, meet deadlines and deal with conflicting demands	<b>E</b>	Application Interview
	Able to commit to personal development and progression	<b>E</b>	Application form Interview
	Ability to ensure 'no child is left behind'	<b>E</b>	Application form Interview

	Ability to use MS Office applications	<b><i>E</i></b>	Application form
	Competent in the use of SIMS (Schools Information Management System)	<b><i>D</i></b>	Application form
<b><i>EXPERIENCE</i></b>	Experience of working with young people and have an understanding of the issues they face	<b><i>E</i></b>	Application form Interview
	Experience of working within a school or education setting	<b><i>E</i></b>	Application form Interview
	Experience of supporting pupils or young people on a one to one basis	<b><i>D</i></b>	Application Interview