



## JOB DESCRIPTION

Learning Support Assistant – L3	
<b>Hours</b>	32.5 hours per week, term time only.
<b>Grade</b>	SCP 4-5, £18,426 - £18,795 pro rata
<b>Location</b>	DSL V E-ACT Academy
<b>Responsible to</b>	Deputy SENDCo

<b>Role Purpose:</b>	<p>To work under the guidance and management of teaching staff and leaders within an agreed system of supervision to:</p> <ul style="list-style-type: none"> <li>Implement work programmes and good support with individuals/groups, in or out of the classroom. This will include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Learning Support Assistants may also occasionally supervise whole classes occasionally during the short-term absence of teachers.</li> </ul>
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<b>Main Core Duties:</b>	<ul style="list-style-type: none"> <li>Use specialist (curricular/learning) skills/training/experience to support pupils</li> <li>Supervise and provide particular support for pupils, including those with special and education needs, ensuring their safety and good access to learning activities</li> <li>Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes</li> <li>Promote the inclusion and acceptance of all pupils within the classroom and beyond</li> <li>Support pupils consistently whilst recognising and responding to their individual needs</li> <li>Encourage pupils to interact with others, engage and learn in the activities led by the teacher</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>Provide feedback to pupils in relation to progress and achievement and use feedback to support pupil behaviour</li> <li>Work with the teacher(s) to establish an appropriate high quality learning environment</li> <li>Work with the teacher(s) in lesson planning, evaluating and adjusting lessons/work plans as appropriate</li> <li>Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives</li> <li>Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other aspects of</li> </ul>
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	<p>education and welfare, ensuring the availability of appropriate evidence</p> <ul style="list-style-type: none"> <li>• Be responsible for keeping and updating records as agreed with the teacher and leaders, contributing to reviews of systems/records as requested</li> <li>• Undertake marking of pupils' work and accurately record achievement/progress</li> <li>• Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>• Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed</li> <li>• Administer and assess routine tests and invigilate exams/tests following guidance from teachers and leaders</li> <li>• Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.</li> <li>• Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs</li> <li>• Implement academy specific, local and national learning strategies in for example. literacy, numeracy, Key Stage 3 catch up support, and early years practice, making effective use of opportunities provided by other learning activities to support the development of relevant knowledge and skills</li> <li>• Support the use of ICT in learning activities and develop pupils' competence and independence in its use</li> <li>• Help pupils to access learning activities through specialist well-resourced support</li> <li>• Determine the need for, prepare and maintain general and specialist equipment and resources</li> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the academy and the core values of the Trust</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• Attend and participate in regular meetings with teaching staff, leaders and managers, HLTAs and other LSAs</li> <li>• Participate in training and other learning activities as required</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support others</li> <li>• Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate</li> <li>• Undertake planned supervision of pupils' out of academy hours learning activities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Supervise pupils on visits, trips and out of academy activities as required</li> <li>• Contribute to the Health and Safety of students and other staff in accordance with Health and Safety regulations and academy/Trust policy.</li> <li>• To assist, where required, in the supervision of young people during breaks and lunchtimes (within contracted hours) encouraging safe, positive and social behaviour.</li> <li>• To have an understanding of and work within the requirements of GDPR at all times and comply with E-ACT policy in terms of data protection.</li> <li>• To undertake any other duties and responsibilities as appropriate to the role and grade, as requested and agreed with leaders at the academy.</li> </ul>
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**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.**

**E-ACT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Disclosure.**



## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"><li>• Have integrity and honesty in all that you do</li><li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li><li>• Take responsibility and ownership for your area of work</li><li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li><li>• Be transparent and open</li></ul>

	<ul style="list-style-type: none"> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

Qualifications and Experience				
Essential	Desirable	Application	Interview	Task /Observation
NVQ 3 for Teaching Assistants or equivalent qualification or experience		√	√	
Training in the relevant learning strategies e.g. literacy		√	√	
	First aid training as appropriate	√	√	
Maths and English GCSE grade 9-4 (A-C) or equivalent or working towards		√		
Experience of working with or caring for children of relevant age		√	√	
Experience of the delivery of phonics, literacy intervention work		√	√	
Experience working with students with special educational needs and /or in a nurturing environment		√	√	
Experience of child protection/safeguarding with up to date training or willingness to undertake training		√	√	

Abilities and Skills				
Essential	Desirable	Application	Interview	Task / Observation
Ability to communicate effectively with all members of the school community and can assist the school in forming a partnership with parents		√	√	√
Ability to promote a positive academy ethos.		√	√	
Ability to self-evaluate learning needs and actively seek learning opportunities		√	√	√
Ability to relate well to children and adults		√	√	
Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources and can complete and maintain pupil records		√	√	
Can plan, implement and evaluate learning activities and has experience of student observation and assessment		√	√	√
Effective use of ICT to support learning as well as use of other equipment technology – video, photocopier		√	√	√
Can manage the behaviour of pupils in a reasonable manner		√	√	√
Has speaking and listening skills to extend language in discussion		√	√	√
Ability to plan, organise and prioritise work in order to meet deadlines.		√	√	

Knowledge and Understanding				
Essential	Desirable	Application	Interview	Task / Observation
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation			√	√
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		√	√	

Understanding of principles of child development and learning processes as well as an awareness of pupils with special educational needs including social, emotional and behavioural needs		✓	✓	
Thorough understanding of and commitment to equality of opportunity		✓	✓	
Knowledge and understanding of safeguarding and child protection issues.		✓	✓	

Personal skills and attributes				
Essential	Desirable	Application	Interview	Task / Observation
Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.		✓	✓	✓
Has a caring positive attitude towards pupil's welfare		✓	✓	✓
Can maintain trust and confidentiality where appropriate		✓	✓	
Can allocate some contractual time to after school staff meetings and the whole of, or part of, staff training days when appropriate		✓	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these		✓	✓	
Can maintain personal presentation that sets high standards for the pupils/children		✓	✓	
Ability to work independently and on own initiative; take responsibility for own professional development.		✓	✓	