



Learning Support Advisor

JOB DESCRIPTION

The post-holder will be expected to work with the class teacher to raise the learning and attainment of pupils. You will also support the development of learning, independence, communication and behaviour under the guidance of the classroom team. The following does not represent an exhaustive list but gives an indication of the role.

Working hours: Term Time Based Hours: 36 hours per week, 39 weeks per year. Monday to Friday, 8.30am-3.30pm

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Scale 3, Grade 5-6, **Full Time Equivalent** £28,521-£28,929, **Actual Salary** £24,423-£24,772

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

- To work under the direct instruction/guidance of the SENDCO to undertake support programmes, to assist the teacher in tasks to accelerate the progress of SEND students. Work may be carried out in the classroom or outside the main teaching area.
- To work as part of the SEND team to support students on the SEN register

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- Work with class teachers to raise the learning and attainment of pupils.
- Promote pupils' independence, self-esteem and social inclusion.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
- Lead planned interventions as directed by the class teacher.
- Be responsible for children at lunchtime and playtime as needed. Safeguard children and adhere to the rules of confidentiality.
- Work with children with SEND needs or a group of children as instructed by the class teacher to ensure inclusion for all children.

- Uphold the vision and values of the academy and be an exceptional role model in all aspects of their work and conduct.
- Keep children safe and adhere to the safeguarding policy and guidelines with KCSIE.

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and challenge children at all levels to achieve their very best.
- Adapt the learning environment and resources to meet the needs of a child with SEND.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and share observations and outcomes with the class teacher.
- Supervise a class (with an additional adult) if the teacher is temporarily unavailable.
- Use IT skills to advance pupils' learning.
- Undertake any other relevant duties given by the class teacher in line with the job description and Teaching Assistant Standards.
- Accompany and support pupil(s) on outings from school as necessary

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Read, understand and deliver appropriate lesson plans, adapting resources as necessary.
- Prepare the classroom for lessons alongside the teacher.

Student Support Duties:

- Supervise and provide particular support for individual students on the SEND register inside and outside the classroom ensuring their safety and to enable them to fully participate in learning activities.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the SENDCo and class teacher.
- Establish constructive relationships with parents/carers.

- Work with other professionals, such as speech therapists and occupational therapists, as necessary.

Support for Teachers

- Create supportive environment, in accordance with lesson plans and promote accelerated progress of SEND students.
- Responsible for creating and using strategies, in liaison with the class teacher, to support students to achieve learning goals.
- To lead on and assist with the planning of learning activities in relation to identified students.
- Promote good student behaviour, dealing promptly with conflict and incidents, under the guidance of the class teacher, in line with established policy and encourage students to take responsibility for their own behaviour.
- Administer routine tests and invigilate exams or act as a scribe/reader when required, in lessons and in all internal and external examinations.
- Provide basic clerical/administrative support as required within the SEND department.
- To be able to understand and use academic data effectively in order to promote accelerated progress of SEND students

Support for the Curriculum

- Responsible for the preparation and development of agreed curriculum activities. Undertake training on programmes linked to local and national learning strategies, e.g. literacy and numeracy as appropriate, recording achievement and progress and feeding back to the Inclusion department.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and to meet students' needs.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications / Education		
GCSE grade C or higher in English and Mathematics	A	
Completion of nationally accredited Teaching Assistant qualification	A	
First Aid at Work Qualification	A	
Experience		
Experience of managing student behaviour	A	
Experience of working with children in an educational setting	A	
Working with children with SEND needs or groups of children as well as class based as directed by the class teacher.	A	
Experience of working with children in a school environment, particularly class based.	A	
Skills, Abilities and Knowledge		
Ability to build effective working relationships with pupils and adults	R	
Knowledge of how to help adapt and deliver support to meet individual needs	R	
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	R	
Ability to keep accurate records.	R	
Understanding of roles and responsibilities within the classroom and whole school context	R	
Knowledge of how to successfully lead learning activities for a group or class of children	R	
Flexible attitude towards work and can adapt quickly to new demands	R	
Knowledge of how to support learners across all abilities in accessing the curriculum	R	
Commitment to the value and ethos of the Academy	R	

Criteria	Essential	Desirable
Knowledge		
Discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication	R	
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	