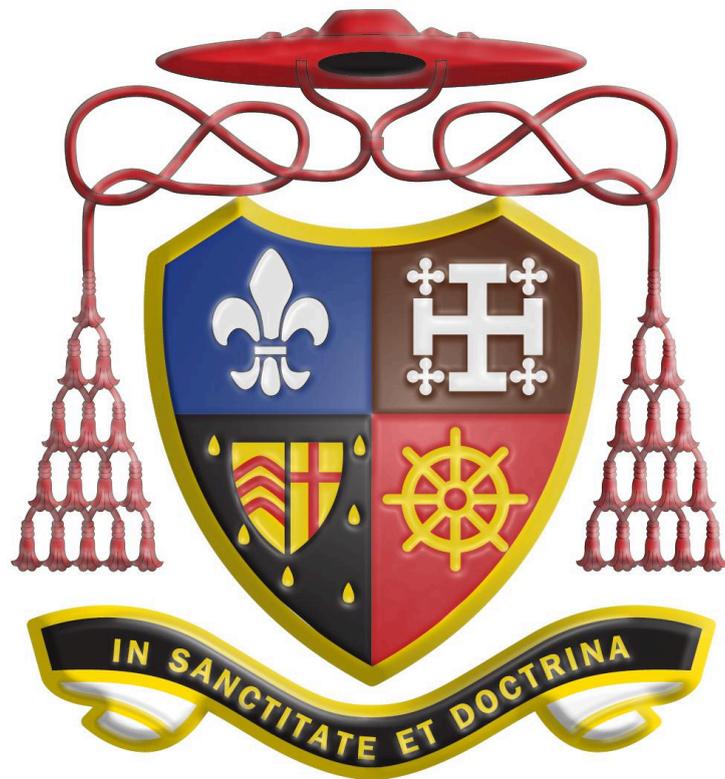


St Bonaventure's School



Job Description
Learning Support Assistant



St Bonaventure's School



Learning Support Assistant

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This appointment is subject to an Enhanced DBS check, positive references and stringent safer recruitment protocols.

Responsible to: Director of Inclusion and SENDCo
Managed by: SENDCo
HLTAs
Curriculum Leaders
Class Teachers

Appointment: 32.5 hours per week
8.30am to 3.30pm every day
(this includes 30 minute lunch break daily)
Term Time only (39 weeks) = Part-time

Terms: Permanent role. 3 month probation period.

Scale: Scale 2 (unqualified)
Scale 3 (qualified which includes a Degree)

Scale Range: GLPC Scale 2 Point 3-4; Scale 3 Point 5-6 (as appropriate)

Purpose:

- To assist with all areas of the teaching and learning agenda in the school.
- To act as an ambassador for the school
- To ensure safeguarding procedures are followed
- To liaise with other school staff and those external to our school
- To reflect the professional and Catholic ethos of St Bonaventure's
- To support the education and welfare of pupils as directed by class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements. In your role you will be working with whole classes, smaller groups and individuals.

Areas of Responsibility

- To work with teachers to identify and respond appropriately to students' individual needs, assisting pupils in areas of specific difficulty.
- To take every opportunity to develop students' language, reading, numeracy and related skills as directed by the class teachers.

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- To assist in monitoring and recording the progress of individual students in accordance with school procedures- be it academic, social or behavioural- and reporting to class teachers. To uphold the statutory support as set out in a student's Education, Health and Care plan, or their plan for Higher Needs Funding.
- To give oral and written feedback to students on their attainment in order to promote further progress.
- To assist the teacher in setting appropriate learning and behaviour expectations of students in order to create and maintain a purposeful, orderly and supportive environment for pupils learning.
- To use a range of learning support techniques, including electronic devices and through the creation of resources, and consider, in consultation with the teacher, when and how to deploy them.
- To help promote and reinforce students' self-esteem, encouraging inclusion of pupils with special educational needs.
- In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain students' interest and motivation.
- To work with small groups of students outside of lessons on tasks directed by the classroom teacher.
- Supervise and support small groups of students with their specific special educational needs which may include literacy, numeracy, speech and language, and social skills.
- To provide information that supports the review of student progress for Annual Review meetings or meetings with other staff, parents and/or professionals.
- To contribute to the implementation and monitoring of School Support Plans by working with students to create and update their targets.
- To help train the students in individual and collaborative study skills necessary for learning.
- To work alongside other adults, including teachers, trainee teachers, and other support staff.
- To supervise students during breaks and/or lunchtimes.
- To assist during special examination arrangements, (amanuensis, reading of students and invigilation).
- To maintain confidentiality at all times with regard to both supported students and the wider school.
- To attend regular CPD sessions relevant to the role in order to improve professional practice.
- To take part in relevant performance management arrangements and other meetings, as directed in normal contracted working hours: to be conversant with school policies and procedures.
- Under the direction of appropriate professionals, and after adequate training, to assist in meeting particular students' needs e.g. physical development, speech/language development, and medical needs identified in an approved care plan agreed by parents.
- After adequate training, to carry out welfare duties in relation to physical, medical and care needs of the students, including dressing, feeding and toileting if

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appropriate. These would only be required following consultation with the relevant LSA.

- Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists as required.
- To produce and maintain classroom displays and classroom layout in consultation with the teacher.
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/Director of Inclusion/head teacher.

Experience:

- Has shown the ability to be a leader of students.
- A track record of working with others successfully.

Skills:

- Excellent written, verbal and mathematical skills
- Excellent organisational and planning skills.
- Able to relate to all staff in the school.
- Able to work on one's own, using one's own initiative.
- A good working knowledge of ICT and School Management of Information systems.
- A good knowledge of Positive Behaviour Management strategies.
- Able to reduce tension in relationships.

Qualities:

- Passionate about education.
- Kind, caring, merciful.
- A no nonsense disciplinarian that has high expectations for themselves and others.
- Understands that education has the ability to change lives.
- Enjoys working with children.
- Effective communicator.
- Confidential.
- Trustworthy and honest.
- Committed to improving the life chances of children.
- Enthusiastic.
- Able to generate enthusiasm and commitment from others.
- Confident, positive and flexible.
- Supportive and understanding of the Catholic Faith and identity of the school.
- A calm disposition.
- Hardworking.

March 2024

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