



JOB DESCRIPTION

Job title:	Learning Support Assistant (TA)
Post number:	1
Grade:	SCP 5-6, £29,436 - £29,856 (FTE)
Contract	Permanent
Hours:	36 hours per week, term-time plus INSET days
Responsible to:	Line Manager
Responsible for:	---
Job purpose:	<p>To support teachers to enable students to access the curriculum and improve attendance, behaviour and progress, and to supervise whole classes during the short-term absence of a teacher for illness, training and case meetings.</p> <p>To promote the core values of SVC of Be Ready, Be Respectful, Be Safe.</p>
Key internal contacts:	Line Manager Teachers Safeguarding Team SEN Team
Key external contacts:	Parents/Carers
Special consideration:	Hold a clear Enhanced DBS check Hold a current and clean driving licence with use of own transport To be a qualified first aider, or willing to attend training.

Duties and responsibilities

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

Specific duties:

Pastoral and support for individual students and their families

- Support students in all aspects of on and off-site activities;
- Undertake small group or project work and one-to-one support with students of high level need, who may need to be physically restrained;
- To meet young people at home, school or elsewhere, as appropriate, in order to encourage and support their active participation to meet their personal targets;
- Support students with behaviour for learning, following SVC's Behaviour Policy;
- Be a tutor for individual students as part of a tutor group to achieve the best possible attendance and behaviour;
- Contribute to students' reports;
- Communicate with parents/carers on a weekly basis regarding students' attendance, punctuality, behaviour and academic progress and record information on SIMS and CPOMS;
- Undertake small group work, project work and one-to-one support with students of high level need, who may need to be physically restrained;
- Develop an understanding of the special educational needs of the students and ensure they have appropriate access to the lessons and relevant resources;
- Support students with coursework and homework;
- Undertake Individual Action Plans (IAPs) with students in order to review progress and levels, and set targets;
- Supervise students throughout the day ensuring attendance and punctuality at all lessons;
- Support students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt;
- Undertake lunch duties as published on a rota;
- Undertake re-entry interviews with excluded students, to support staff and parents/carers.

Support for teachers

- Meet regularly with Line Manager to plan and attend Departmental meetings;
- Assist in the preparation of lesson materials and planned activities, including one-to-one sessions with disruptive students;
- Ensure that classrooms are tidy, wall displays are current and well presented, equipment/resources are packed away at the end of the lesson;
- Undertake administrative duties including ordering resources and maintaining stock records.

Communication

- Attend such meetings as deemed appropriate by the Line Manager;

- Participate in regular supervision and appraisal as required by line manager;
- Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision;
- Attend and contribute to daily briefings, team meetings and training;
- Liaise and network with other professionals, parents and carers both informally and formally.

Trust

- Promote the Trust's core themes of working with vulnerable young people and helping them to flourish;
- Promote the safeguarding and welfare of children and young people;
- Complying with the Trust's policies and procedures (e.g. equal opportunities and health and safety);
- Ensure high standards of behaviour and dress are maintained.
- You may be required to undertake your duties in any one of SVC four provisions.

Additional duties

You may be required to carry out additional duties, as the Head Teacher may reasonably request, which are commensurate with the post.

Review:

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the School in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION
Learning Support Assistant (TA)

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications and Experience	Assessment Method
<p>Essential:</p> <ul style="list-style-type: none"> • Good standard of general education with at least GCSE grade C/4 or above in English and Maths or equivalent. • Experience of working with secondary aged students with behavioural difficulties and/or additional needs on a one-to-one basis or in small groups. 	<p>Application form Certificates Interview</p>
Skills and Abilities	
<p>Essential:</p> <ul style="list-style-type: none"> • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations. • Have a creative approach to problem solving and use this to inspire and motivate students. • Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing. • The ability to record and assess pupils' progress and performance and write reports on student development. 	<p>Application form Supporting statement Interview In-tray exercise</p>
Knowledge	
<p>Essential:</p> <ul style="list-style-type: none"> • To have a strong working knowledge of IT e.g. Word, Outlook, Excel, PowerPoint and Zoom/Microsoft Teams. • Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy. <p>Desirable:</p> <ul style="list-style-type: none"> • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. 	<p>Application form Supporting statement Interview In-tray exercise</p>
Special Conditions	

<p>Essential:</p> <ul style="list-style-type: none">• Willing to undertake an Enhanced DBS check. <p>Desirable:</p> <ul style="list-style-type: none">• Hold a current driving license and use of own transport.• To be a qualified first aider, or willing to attend training.	Supporting statement
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