

LEARNING SUPPORT ASSISTANT (LSA) JOB DESCRIPTION



Overview

To assist in the learning and personal development of identified students to enable them to make best use of the educational opportunities available to them and promote independent learning.

- **Location:** You will be based at our Senior School, Bodiam
- **Hours:** 16 hours per week (term time only + INSET days)
- **Line Manager:** SENDCo
- **Pay:** £13.50 per hour

ISP Principles

1. Begin with our children and students. Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.
2. Treat everyone with care and respect. We look after one another, embrace similarities and differences and promote the well-being of self and others.
3. Operate effectively. We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.
4. Learn continuously. Getting better is what drives us. We positively engage with personal and professional development and school improvement.

Key Responsibilities

The job description is subject to change. The post holder is expected to undertake such other duties within their capabilities and that may be required by the SENDCo and Principal.

Responsibilities include:

- The LSA ensures that the students can effectively access the resources, are fully engaged to make a positive contribution to their own learning journey and develop their independent skills.
- Creating learners that are independent and able to apply acquired skills to learning challenges.
- Effectively communicating with teaching staff on the needs of the students and the curriculum and contributing in the creation of a collaborative plan to support the learning outcomes of identified students.
- For the key student, be the central point of contact for parents and outside agencies.
- Working with teaching staff to adapt differentiated learning materials to meet the needs of identified students.

Skills, Qualifications and Experience

- Have GCSE, 'O' Level or equivalent qualifications in maths and English.

Person Specification

Training:

- Be competent in using a computer (Microsoft Office, Google platform etc.)

Personal qualities:

- Have experience of working with children in a school setting
- Have knowledge and understanding of the different social, cultural and physical needs of SEND pupils.
- Have an interest in how pupils learn and behave.
- Provide appropriate role models of behaviour both in the classroom and around school
- Be productive and show initiative.
- Work effectively with other adults in the school and wider community.
- Have patience with pupils who find conforming to rules and expectations difficult.

You must be able to:

- Undertake tasks under the direction of the Class Teacher, SENDCo, Deputy Head Teacher or Head Teacher.
- Plan and prioritise tasks and work under the pressure of a busy inclusive school.
- Communicate effectively and appropriately to the SEND pupil(s)
- Motivate SEND pupil(s) to learn and to be sociable
- Assist with the organisation of the learning environment.
- Maintain records of the SEND pupil(s)

- Have patience, be flexible and innovative with a clear understanding of how SEND pupil(s), who find learning new concepts and remembering taught concepts difficult, might behave.
- Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary.
- Be able to carry out tasks and responsibilities as directed by the Head Teacher, Deputy Head Teacher, SENDCo or class teacher.
- Attend training courses considered appropriate for the post.

Supporting the pupil:

You will be looking after a limited number of key students in terms of their overall personal and academic learning outcomes. In order to promote independence and lifelong skills within the classroom, you will also support a group of students identified by the SENDCo and teacher.

- Being able to support SEND pupil(s) in the classroom and online as some SEND pupil(s) maybe isolating at home
- To provide learning support for SEND pupil(s) in 1:1 situation or small group scenario
- To aid the SEND pupil(s) to learn as effectively as possible both in group situations and on their own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the SEND pupil(s) can use equipment and materials provided
- To give positive encouragement, feedback, and praise to reinforce and sustain the SEND pupil(s) efforts and develop self-reliance and self-esteem
- To develop knowledge of the needs of the pupil and seek advice from the SENDCo, parents, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g., worksheets, games, visual prompt cards etc.
- To support the SEND pupil(s) in developing social skills both in and out of the classroom
- To support the SEND pupil(s) with the recommended exercises from his Occupational Therapist, with the view to use the gym on a weekly basis
- To support the use of ICT in learning activities
- To provide regular feedback on the pupil's progress and learning to the SENDCo, tutor and parents, including feedback on the effectiveness of the classroom strategies adopted
- To support, organise and maintain an inclusive learning environment across the whole school environment
- To provide individual support, as required, during examination sessions
- To carry out the above duties in accordance with the school policies

Supporting the class teachers and SENDCo:

- To work as part of the team to ensure that the wellbeing and personal development of the SEND pupil(s) enhances their learning opportunities and life skills
- To determine with the class teacher and SENDCo, the intervention strategies to be used to best support the individual student
- Monitor the student's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- To provide regular feedback to the class teacher, SENDCo and relevant outside agencies about the SEND pupil(s) difficulties and progress

- To contribute to the SEND pupil(s) annual review by writing a brief report and attending the meeting.
- To accompany teacher and student on educational visits when appropriate

Supporting the School:

- To foster positive links between home and school for selected SEND pupil(s)
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To attend in service training and meetings relevant to the post to keep up to date with developments in working with children with special educational needs
- To know, understand and apply school policies on: Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities, the statutory guidelines relating to disability discrimination and special educational needs, etc
- To maintain confidentiality and sensitivity to the SEND pupil(s) needs but have regard to the safeguarding procedures of the school
- To carry out duties as directed by the SENDCo, Deputy Head or Head Teacher

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Safeguarding:

This role is suitable ideally for an individual who is seeking to develop a career in education. The successful applicant is likely to be a graduate, although a teaching qualification is not a necessity. They are likely to be positive and encouraging in their outlook and have some understanding of specific learning difficulties including dyslexia. They will be empathetic and patient and be able to communicate easily with adults and young people alike.

Benefits

- A varied role within a fast-paced environment
- A close-knit friendly team
- Competitive salary scale
- Remission of fees in line with the School fees discount policy
- 30 days annual leave
- Free dining and refreshments during term time
- Free on-site parking
- A walk away from Bodiam Castle
- Employee Assistance Programme – a 24-hour individual assistance programme
- Company Pension
- Access to iSP Learning Hub – an online professional development platform with hundreds of courses to widen your knowledge and support career growth

ISP Senior Leadership Competencies

You consistently demonstrate and role-model the ISP Leadership Competencies in all that you do.

1. **Modelling Collaboration.** Takes an active part in leading your leadership team; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.
2. **Learning & Getting Better.** Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.
3. **Leading Innovation.** Is good at creating an environment where ideas for learning initiatives and services are generated and can motivate and inspire others through the process of creation through to completion.
4. **Focusing on Outcomes.** Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on learners and their learning.
5. **Acting with Resilience.** Can deal with setbacks and challenges calmly and effectively.
6. **Managing Ethically & with Integrity.** Has the ability to work ethically and with integrity; helps others feel valued; upholds and models the ISP Vision, Purpose and Principles.
7. **Leading & Inspiring Through Influence.** Supports, encourages and inspires students, colleagues and teams so that they give their best.
8. **Demonstrating Agility.** Responds and adapts to changing circumstances; manages and solves problems by providing solutions in a climate of ambiguity.
9. **Planning & Making Decisions.** Makes decisions on the best course of action and then plans, organises, prioritises and balances resources to achieve the desired outcome.
10. **Advocating Diversity & Equity.** Has the sensitivity, awareness and skill to understand the values, behaviours, attitudes and practices across cultures that support all children and adults to learn and work effectively.

Safeguarding & Safer Recruitment

Claremont School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years employment history.

About Claremont

Claremont School is an independent day and boarding school. The Nursery and the Junior School are based in St Leonards on Sea, and the Senior School is located in Bodiam, East Sussex. The school is nonselective and welcomes children and young people from a large catchment area spanning 25 miles. In addition, one third of the students in the Senior School are international boarders.

Children join Claremont aged 2, and the school offers a British curriculum throughout with GCSEs and iGCSEs at KS4, and A Level and BTechs at KS5. In addition, the school delivers outstanding programmes

in Performing Arts (winning an award for outstanding School for Performing Arts in 2021) and in football where students can join the Football academy and look to become professional players.

Results and Value-Added at Claremont are outstanding, with Senior School results beating national averages year on year, as well as more local independent selective schools. We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that can forge successful careers and lives, in a rapidly changing world. Claremont aims to be the School of Choice for the local area and supports its young people to excel in all that they do in a safe and inspiring environment.

Claremont School is also part of the International Schools Partnership (ISP) group, comprising committed colleagues in financially responsible schools around the world, where learning is at the heart of everything we do for our students, colleagues, and parents. We are committed to getting better, all the time.

ISP was founded by an experienced team of committed educationalists and operators who have worked together over many years. ISP's growing group of private schools are located in the UK, the USA, Canada, Spain, Italy, Switzerland, Costa Rica, the United Arab Emirates, Qatar, Malaysia, Mexico, Chile, Colombia, Ecuador and Peru, educating children and students from 2–18 years of age. ISP has expanded to 83 schools that employ over 10,000 staff and deliver multiple curricula to over 56,000 students located across the globe.

ISP Commitment to Diversity, Equity, Inclusion and Belonging

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing and retaining high-performing teammates regardless of gender, ethnicity, sexual orientation and gender expression, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.