**Job Description for the post of Learning Support Assistant**

**Hours of Work:** 8am – 4pm (Monday – Friday) Term Time Only

**Contract:** Fixed Term Contract until Friday 20th July 2018.

**Salary:**  £15,527 - £17,304 (Pro-rated to the FTE of £18,075 - £20,144)

**Department:** SEN

**Line Manager:** SENCO

**Line Managing:** None

**Main Purpose of Job**

* To assist in the support and integration of children with Special Educational Needs within mainstream school and to work both as part of a team and independently to support the aims of the department within Manchester Academy.

**Responsibilities of the Post:**

Support for Students

1. Work with individuals and small groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of EHCPs.
2. Establish a supportive and motivational relationship with the pupil(s) concerned.
3. Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
4. Supervise and support students ensuring their safety and access to learning;
5. Promote the inclusion and acceptance of all students.
6. Encourage students to interact with others and engage in activities led by the teacher.
7. Attend to the students’ personal needs, including social, health, physical and welfare matters.
8. Drawing on knowledge of various forms of special needs, to develop an understanding of the specific needs of the pupil concerned.
9. Taking into account the special needs involved, to aid individuals to learn as effectively as possible both in group situations and on his/her own.
10. To encourage acceptance and integration of pupils with special needs.
11. To develop methods of promoting/reinforcing pupils’ self-esteem.
12. Promote independence and employ strategies to recognize and reward achievement of self-reliance.
13. Support students’ access arrangements- Read/Scribe in exams.
14. Support students during form time, either working within the main classroom supporting the teacher or in smaller, discreet groups outside of the main classroom.

Support for the Teacher

1. Manage individuals or small groups of students with special learning requirements, under the guidance of the SENCO or teachers, within or outside the classroom.
2. Support the provision of additional resources for identified pupils.
3. Support the behaviour of pupils in and outside the classroom.
4. Use and operate ICT systems and equipment.
5. Assist the subject teacher (and other professionals as appropriate) in the development and implementation of a suitable programme for children which takes into account IEHCPs (Individual Education and Health Care Plans).
6. Provide regular feedback about the pupil.
7. Develop appropriate resources to support pupils’ progress.
8. Supporting a form group during registrations.
9. Support the teacher in ensuring the learning environment is high quality, relevant and promotes student independence.

Support for the Curriculum

1. When required, supervise student learning in groups.
2. Provide bespoke learning opportunities for students who are unable to access specific areas of the curriculum.
3. Develop learning resources to support specific curriculum areas, ensuring differentiation for students as required.
4. Support students in their understanding of instructions and tasks.
5. Support students in using ICT as required.
6. Provide support beyond the school day (up to 4pm) in **one** of the following areas each afternoon:

* School clubs
* Extra-curricular activities
* Detentions
* Duties
* Display

1. Provide interventions with small groups (literacy and numeracy)

Support for the Academy

1. Contribute to the overall ethos/work/aims of the Academy: ‘The Best in Everyone’.
2. Be aware of and support differences, ensuring that all students have equal access to opportunities to learn and develop.
3. Undertake break duties as required.
4. Liaise with HOY/CALS and teachers.
5. Accompany teaching staff and students on visits, trips and out-of-Academy activities.
6. Participate in regular training, professional development and performance management.
7. Attend regular meetings according to the meeting schedule.
8. Assist in maintaining high standards of health and safety at all times.
9. Maintain good relationships with colleagues and work together as a team.

# General:

* To attend and participate in meetings as required
* To work openly within the framework of best practice identified in the school safeguarding policy.
* To report any concerns regarding pupil safety or staff working practices to the designated CP officer(s).
* To keep up to date with local and national CP training and training requirements.
* To undertake other tasks commensurate with the role.
* To be responsible for own continuing self-development, undertaking training as appropriate

**This job description will be updated on a regular basis in consultation with the post holder**

***The above information is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are include in the job description.***

**PERSON SPECIFICATION – Learning Support Assistant**

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| **Qualifications** |  |  |
| GCSE English and maths or equivalent | Essential | Application |
| Willingness to participate in training, particularly First Aid and Team-Teach | Essential | Application |
| **Experience** |  |  |
| Significant and successful experience of working with children with additional needs. | Essential | Application/Interview |
| Experience of working with colleagues to set short term goals for individual pupils and of supporting the pupils in achieving these. | Essential | Application/Interview |
| Experience of implementing individual support programmes | Desirable | Application/Interview |
| Successful experience of working with children across the age and ability range | Essential | Application/interview |
| Successful experience of recognising potential barriers to learning and an ability to develop strategies to overcome these. | Essential | Application/Interview |
| **Skills and Knowledge** |  |  |
| A broad understanding of effective learning strategies. | Essential | Application/interview |
| Evidence of excellent knowledge, understanding and enthusiasm for inclusion and the capacity to engage students in learning. | Essential | Application/interview |
| Working knowledge of the range of programmes/strategies available to support children with additional needs. | Essential | Application/interview |
| Knowledge of the role of external agencies and the role that they can play to provide support for students within the academy. | Desirable | Application/Interview |
| Demonstrate an understanding of the principles of inclusion and a commitment to inclusive education for all | Essential | Application/interview |
| **Other** |  |  |
| A commitment to the safeguarding of young people | Essential | Application/interview |
| The ability to promote and maintain the highest standards in all aspects of the work in the academy | Essential | Application/interview |
| Good written and verbal communication skills | Essential | Application/interview |
| Team player with enthusiasm and perseverance | Essential | Application/interview |
| The ability to use ICT effectively to support tasks and activities | Essential | Application/interview |
| Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools | Essential | Application/interview |