



POST TITLE: **LEARNING SUPPORT ASSISTANT - Level 2**

SALARY: **£18,645 to £20,275 (Dependent on service and experience)**
(This salary is based on 38 weeks)

HOURS: **32.25 hours per week, Term-time only (38 weeks)**

BROAD DESCRIPTION:

Working under the management of the SEND Coordinator with guidance from the relevant teacher, take responsibility for addressing the needs of students with additional needs, individually or in groups, to ensure that they can access the full curriculum, working both inside and outside the classroom.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through providing support to pupils with additional personal/special needs and contributing to the assessment of pupil need and progress.

Responsibility for staff: The postholder has no direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, those on work experience or trainees.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources, delivery of interventions and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required.
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Help pupils to develop communication skills.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Assist in the personal, social, emotional development of pupils and development of

self-esteem.

- Create, write, update and review targets on pupil passports termly and distribute to staff.
- Use specialist skills/ knowledge/ training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify and report uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)
- To train and achieve identified medical competencies (with training and supervision from school nurse) and provide care for specified pupils.
- Following appropriate training and risk assessment, be able to operate specialist equipment, e.g. hoists.
- Supervise students during social times.
- Support the learning of students as directed by teachers.
- Monitor individual/group achievements of key objectives and provide feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Attend annual review meetings.
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour.
- Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, e.g. produce worksheets, displays.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.
- Keep up to date keyworker meeting records.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have good communication and listening skills and be able to present information verbally and in writing to parents and external agencies.
- Have experience of TA work.
- Have attended further training on aspects of the curriculum or areas of specific special need. Have good level of knowledge and understanding of at least one area of learning (e. English, Maths, Science).
- Understand school's policies and how they relate to local and national frameworks/policies (e.g. child protection, health and safety, equal ops, SEN).
- Use ICT effectively to support learning and use other technology equipment.
- Plan own work when required.
- Transfer theory/training into practice efficiently.
- Can solve problems and can exercise initiative and independent action.
- Is pro-active in offering ideas.
- Has experience of working with students with autism and attachment difficulties, ADHD and severe cognition and learning needs.

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

PERSON SPECIFICATION – LEARNING SUPPORT ASSISTANT LEVEL 2

Attributes		Essential (E) or Desirable (D)
Qualifications	• Minimum GCSE (or equivalent) English and Maths at grades A-C. • Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training. • (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills;	E E D
Experience	• Have experience of TA work with secondary age SEND students. • Experience of working with ASD and ADHD students. • Experience of working with children with learning difficulties including students with physical disabilities	E E D
Skills	• Have good communication and listening skills and be able to present information verbally and in writing to others. • Can plan own work when required. • Can work effectively within a team. • Can transfer theory/training into practice. • Can follow instruction and /or can exercise initiative (and independent action) as appropriate. • Is pro-active in offering ideas.	E E E E D
Knowledge	• Understand school's policies and how they relate to local and national frameworks/policies (eg SEND, child protection, health and safety, equal ops.); • Can use ICT effectively to support learning and keep records.	D E
Personal attributes	• Strong commitment to supporting children with additional or special educational needs. • Good communication and listening skills and able to present information, verbally and in writing. • The ability to motivate, influence and inspire students to achieve their best performance. • The ability to be well organised, keep efficient records and to meet deadlines. • To be able to work effectively as a member of a team. • The ability to take responsibility for your own professional learning. • Energy, commitment, perseverance, enthusiasm and resilience	E E E E E E
Health/ Attendance	• A good health and attendance record.	E