



## JOB PROFILE

Post title: Learning Support Assistant

Responsible to: Head of Learning Support

Job purpose:

To provide support within the classroom focused on, but not solely with, identified students to ensure the best possible learning experience and outcome and promote the health and welfare of all students, but with particular responsibility towards those students with barriers to their learning.

This role will include a requirement to work with a student who has physical and medical needs including the provision of personal care, for which in-house training will be provided.

Accountabilities/Duties:

- Establish and maintain good relationships with all parties involved with a named student, or students and be willing to support the needs of all students with appropriate training and guidance.
- Undertake activity as recommended by a professional such as Speech and Language Therapist, Specialist Teacher, Occupational Therapist, Educational Psychologist etc.
- Assist in ensuring provision for students with barriers to learning, to ensure compliance with the Code of Practice for Special Educational Needs, The Disability Discrimination Act and relevant documentation.
- Lead small group or 1:1 support for students with additional needs. This may involve revision, pre-tutoring, pastoral, academic, physical or medical support as discussed with the Learning Support Teacher to ensure the best possible learning experience and outcome
- Interact with students at break and lunch times and offer activities to support pastoral need.
- Assist the Learning Support Teacher in drawing up and monitoring of Support Plans and Annual Review documentation as requested to ensure a structured approach to learning
- Draw attention to the Learning Support Teacher or Head of Learning Support issues regarding the suitability of activities related to a student's needs and progress.
- Report to other staff or parents on the development, progress and attainment of students under the guidance of the SENCo to ensure all students progress is understood
- Report to the Learning Support Teacher or Head of Learning Support, verbally, electronically (email) or in writing (e.g. activity record sheets, summative reports) on progress of individual students to ensure all students progress is understood
- Supervise and provide access to tests and examinations for identified students
- To prepare resources/materials (photocopying, setting out classroom, preparing displays, looking after equipment and materials) under the guidance of the class teacher to meet the needs of individuals and ensure an efficient learning experience for the student

- Undertake and input into whole school and departmental training and to give advice to colleagues as appropriate
- Ensure all records relating to the students supported are maintained and are accurate and in line with Data Protection requirements
- Maintain detailed records to monitor student progress and be able to discuss these with staff /students/parents
- Uphold and demonstrate the school's ethos and values – 'Proud to Belong'
- Liaise with class teachers about specific lessons – content and activities

Key relationships:

Parents/carers

Professionals such as Speech and Language Therapist, Specialist Teacher, Occupational Therapist, Educational Psychologist – use recommendations to inform activities with students

Learning Support Teacher/Head of Learning Support - Day to day supervision of work undertaken. Regular discussions will take place, concerning the approach to be taken with students.

Learning Support team – work as a team with colleagues to ensure Learning Support provision for the school.

Subject class teachers and Heads of Department/Faculty Leads – liaise with regarding lessons and supporting individual children

Working environment:

Mainly inside classroom and around school. This may be the school garden or sports field

May accompany trips outside school

	Essential	Desirable
Qualifications/Competencies	<p>Mathematics and English GCSE/ 'O' Level grade 'C' or equivalent and 'A' levels</p> <p>Relevant NVQ LEVEL 3 or equivalent qualification or 3 years full-time or 5 years part-time relevant experience</p>	<p>Degree or further qualifications</p> <p>Relevant NVQ LEVEL 3 or equivalent qualification or 3 years full-time or 5 years part-time relevant experience</p>
Experience	<p>Experience of working with students Secondary School age.</p> <p>Experience of communicating effectively within a team.</p> <p>Experience of liaising with parents/carers of young people</p> <p>Experience of dealing with physical/medical needs</p>	<p>Experience of successfully addressing the needs of students at risk of underachieving.</p> <p>Experience of working in a school setting.</p> <p>Experience of Counselling 1:1, group work and developing student skills.</p> <p>Experience of maintaining detailed monitoring and progress record systems.</p>
Knowledge	<p>Relevant knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of students</p>	<p>Knowledge of the successful development and implementation of individual action plans.</p>
Skills/Ability	<p>To be self-evaluating and committed to own learning needs.</p>	<p>Effective use of ICT e.g. Word, Excel, Sims</p> <p>Use of other equipment, technology, i.e. video, photocopier</p>
Personal Skills	<p>Able to relate well to young people and adults.</p> <p>Able to work well in a team, understanding roles and responsibilities and own position within these.</p> <p>Able to prioritise tasks and act on own initiative.</p> <p>Able to motivate and</p>	

	<p>encourage students to achieve their full potential.</p> <p>Able to communicate effectively with staff at all levels within the school and outside agencies.</p> <p>Flexible to adapt to new circumstances.</p> <p>Caring and considerate.</p> <p>Able to use tact and diplomacy at all times.</p>	
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