

Job Description

Job Title: LEARNING SUPPORT ASSISTANT

Location: COLUMBUS SCHOOL AND COLLEGE

Hours of work: 2 positions – 2 x 12 hours per week
1 x 8.50am – 4pm with 45 minute lunch break, Monday and Wednesdays
1 x 8.50am – 4pm with 45 minute lunch break, Tuesday and Thursdays

Reports to: CLASS TEACHER

Purpose of the Role:

To work under the direction of the Class Teacher to support and enable pupils / students with severe, profound and complex learning difficulties to access learning and the curriculum in line with the Academy's procedures and policies.

Responsibilities:

- To respect confidentiality at all times, in accordance with the AET Code of Conduct, as sensitive information is often available to all staff.
- To establish and maintain positive relationships with pupils at all times.
- To assist with the development and implementation of pupils' targets in line with assessment practices in P Scales (B-Squared) and Key Skills.
- To assist with escorting pupils on educational (off site) visits, ensuring a clear understanding of appropriate Risk Assessments and which pupil or pupils staff are responsible for.
- To liaise with staff and relevant professionals in providing information about pupils as appropriate
- To understand and apply school policies in relation to health, safety and welfare.
- To attend relevant school meetings and INSET as required and take responsibility for own development.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.
- To promote the welfare of children, with full commitment to safeguarding procedures, as the Governing Body direct and expects.
- To closely follow the Academy's staff absence procedures.

Duties

- To work with individual pupils or small groups of pupils under the direction of the teacher.
- To provide appropriate support to pupils with severe, profound and multiple learning difficulties, autistic spectrum disorders, behavioural, communication, social, sensory and/or physical difficulties.
- To understand specific learning needs and styles and to provide differentiated support to pupils individually and within a group.
- To implement planned learning activities as agreed with the teacher, adjusting them according to pupils' responses.
- To participate in the planning and evaluation of learning activities with the teacher, contributing to records (tracking) and reports as required - recording pupil responses and learning

achievements, drawing any problems which cannot be resolved easily to the attention of the teacher.

- To provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
- To support pupils with activities which support literacy and numeracy skills
- To support the use of ICT in the curriculum and develop pupils' competence and independence in its use.
- To attend to pupils' personal needs including help with social, welfare, care and health matters, including personal care (toileting), dressing, feeding (orally or through a tube) and mobility – following teachers instructions and assisting other staff in the implementation of care programmes
- To carry out specific health care programme (gastrostomy feeds, suction, oxygen, diabetes, catheters, stomas, nebulizers, etc.) for individual pupils at the direction of a suitably qualified member of staff, once full training has been given.
- To carry out health care programmes such as speech & language therapy, physiotherapy programmes for individual and small groups of pupils at the direction of a qualified member of staff, once training has been completed.
- To promote positive pupil behaviour in line with school policies and help keep pupils on task.
- To support learning by selecting appropriate resources / methods to facilitate agreed learning activities.
- To take an active role in the preparation, maintenance and control of learning resources.
- To operate, and as appropriate, maintain specialist equipment in line with the Academy's policies.
- To assist with the display and presentation of pupils' work, putting up displays as directed by teachers.
- To supervise pupils for limited and specified periods, including break-times, and facilitate learning activities, games and play as appropriate
- To assist pupils during physical activities e.g. swimming, PE and physiotherapy programmes
- To support pupils on and off their taxis at transport times (morning and afternoon).
- To ensure communication between the Academy and parents is outstanding by reporting any incidents or significant achievements to teachers for entry into the Home / School communication books

This job description is a guide to the duties the postholder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Academies Enterprise Trust.

Other clauses:

1. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
2. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
3. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
4. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
5. Postholder may deal with sensitive material and should maintain confidentiality in all Academy-related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification

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General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> Evidence of good standard of education, particularly in English and Maths Some evidence of continuing professional development (CPD) – including college / degree courses 	<ul style="list-style-type: none"> English and Maths GCSE 'C' or above Evidence of continuing and recent professional development relevant to the post – e.g. LSA qualifications, LSA training, NVQ
Knowledge/Experience	Specific knowledge/experience required for the role	<ul style="list-style-type: none"> Has experience of working with children and or young people – in paid or voluntary situations. Has knowledge of education systems such as classroom practice, child development, curriculum and safeguarding practice 	<ul style="list-style-type: none"> Evidence of LSA experience. Evidence of team work, an understanding of classroom roles and responsibilities in special school Knowledge of Autism / SLD / PMLD
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> Works well under pressure, to high standard. Has competent ICT skills (email, internet, white board, photocopier, camera) Communicates effectively to a variety of audiences (pupils, colleagues, line manager) Works effectively as part of a team (pupils, colleagues, line manager) Has some experience of basic medical and care practices in education or care setting 	<ul style="list-style-type: none"> Evidence of working to deadlines – e.g. responds to line managers emails on time Evidence of experience and training in care and medical practices for SLD / PMLD pupils
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> Is reliable and punctual Adapts to a variety of challenging situations Can be flexible in duties / approaches. Works calmly under 	<ul style="list-style-type: none"> Evidence of good relationships with SEN pupils between ages 3 to 19 Evidence of good

		<p>pressure.</p> <ul style="list-style-type: none"> • Has a sense of humour • Is willing to share experiences. • Supports pupils well in learning • Works under teacher's / leader's direction • Can respectfully voice opinions and offer suggestions. • Uses own initiative and works independently. • Has a professional attitude • Adheres to the dress code for staff. • Adopts a range of support strategies 	<p>attendance record</p> <ul style="list-style-type: none"> • Evidence of personal success in previous roles • Evidence of commitment to aims, ethos and vision in an education or care setting • Evidence of time in a LSA post in another special or mainstream school
Special Requirements		<ul style="list-style-type: none"> • Successful candidate will be subject to an enhanced Disclosure and Barring Service Check • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people • Ability to travel as required 	<ul style="list-style-type: none"> •