



JOB DESCRIPTION

Title of Post:	LEARNING SUPPORT ASSISTANT
Band:	Scale 3, Point 5-6
Responsible to:	SENCO
Liaison with:	SENCO, teaching and support staff, students, parents, outside agencies
Purpose of Job:	To work in partnership with class teachers to support learning in line with the national curriculum, The SEN Code of Practice (2015) and the Professional Standards of Teaching Assistants (2016) in addition to school policies and procedures.
Duties and Responsibilities:	<ul style="list-style-type: none">• Work with individuals or small groups of children under the direction of teaching staff and or SENCO to plan and deliver wave 1, 2 and 3 interventions that have measurable impact for the specific needs of the student.• Establish positive relationships with students and staff.• Be a key worker for SEN pupils.• Support students with activities which support literacy and numeracy skills e.g. Toe by Toe.• Support the use of ICT in the classroom and develop students' competence and independence in its use e.g. Read Write Gold, Clicker 7, Numeracy Workout.• Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate on a 1-2-1, small group and or in the class setting.• Update and refer to provision map ensuring relevant provisions are reviewed, data recorded, documents uploaded and kept up to date.• Promote positive student behaviour in line with school policies and help keep students on task

- Interact with, and support students, according to individual educational needs using the MITA framework and principles of growth mind-set.
- Promote the inclusion and acceptance of students with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on student progress and behaviour. Make possible more ambitious learning activities and help implement lesson plans.
- Monitor and record student activities as appropriate writing records and reports as required
- Undertake termly review of One Page Profiles and One Plans with accompanying person centred planning e.g. strategy sheets, emotional regulation scale.
- Evidence the assess plan do review model of child centred approaches
- Attend and contribute to annual reviews where appropriate.
- Liaise with outside agencies where appropriate e.g. specialist teacher team, physiotherapist, Primary Care Trust.
- Attend to students' personal needs including help with social, welfare, physical and health matters, including minor first aid
- Foster the participation of students in the social and academic processes of the school
- Develop students' social skills
- Identify and report early signs of bullying and disruptive behaviour
- Enable students to become more independent learners
- Show interest in students to raise their self-esteem
- Model positive behaviour
- Help raise the standards of achievement of all students

- Be involved at whole class level in supporting students as the needs arise
- Undertake training if required
- Undertake examination invigilation and or enable access arrangements if required for e.g. reader and or scribe.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Safeguarding Responsibilities

- Demonstrate a commitment to keeping children and young people safe
- Report any disclosure made to you to the appropriate person
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the Trust policies in relation to safeguarding

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

PERSON SPECIFICATION

DESIRABLE

Experience:

- Successful recent working experience working with secondary age children
- Working effectively as part of a team

Qualifications:

- Literate
- Numerate
- NVQ Level 2 in learning support or other equivalent qualification
- GCSE Maths & English A-C or equivalent
- Good general standard of education
- Induction training for teaching assistants

Knowledge & Skills:

- Basic knowledge of first aid
- Understanding of safeguarding policies and procedures
- Knowledge of relevant codes of practice and school policies
- Knowledge of basic ICT to support learning
- Specialisms and or training in one or more of the following:
 - Physical and sensory needs for e.g. visual and or hearing impairment
 - Social Interaction and communication e.g. social stories and or MAZE training.
 - Specific Learning difficulties for e.g. dyslexia.
 - English as an Additional Language and Speech and Language needs.

Aptitudes:

- Work effectively as part of a team and contribute to the group.
- Effective time management
- Build rapport with adults and children
- To be flexible
- Follow instructions accurately
- Use own initiative and work independently
- Communicate effectively with adults and children, verbally and in writing
- Motivate, inspire and have high expectations of pupils
- Work calmly under pressure
- Committed to personal and professional development
- Awareness of, and commitment to, equalities issues
- Ability to record and assess pupil progress/performance, etc.