

Job Description - Learning Support Assistant

Responsible to: SENDCo

Salary: Band 2 – 3 Point 4 – 11 Dependent upon qualifications and experience

MAIN RESPONSIBILITIES

- To assist in the support and inclusion of SEND pupils within the school by supporting the work of the SEND team, subject teachers and other support staff.
- To work with designated pupils, providing appropriate one-to-one support for an individual pupil, or support for a small group of pupils of any ability and in any curriculum area.

ADDITIONAL RESPONSIBILITIES

- To undertake one to one support using Word Wasp at form time.
- To carry out seasonal examination invigilation.

Supporting Teachers

1. Work effectively as part of the SEND team and with other teaching staff in addressing the special educational needs of pupils, and contributing in a more general manner to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda – especially SEND annual review meetings.
2. Support and complement the work of other teachers by:
 - Preparing resources for the lessons such as differentiated worksheets.
 - Responding to individual needs by personalising resources for an individual or a small group.
 - Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils.
 - Assisting with assessing, recording and reporting (including verbal feedback to teacher and parents) on pupil progress and attainment. N.B. Work should always be marked against set criteria.
 - Planning with a teacher specific strategies and targets for improvement, e.g. assist in the compilation, implementation and review of Pupil Profiles.
3. Be familiar with a range of resources suitable for individual or small group needs, and use them to ensure pupil motivation.
4. Work with and act upon guidance provided by members of the SEND team, and other professionals such as Speech Therapists and Educational Psychologists.
5. Liaise with the SEND team and class teachers regarding progress made, problems arising, and any difficulties with accessing work and/or resources.
6. Be punctual and begin and end withdrawal lessons on time.
7. Set a good example in terms of personal presentation, attendance and punctuality.
8. Take appropriate action related to any problems or emergencies that occur during the lesson in accordance with the school's policies and procedures.

9. Comply with all school policies – particularly those on child protection, health and safety, confidentiality and data protection.

Supporting Pupils - Learning

1. Assist in the promotion of development and learning (physical, emotional and behavioural).
2. Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons.
3. Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and use them effectively, e.g.
 - Develop pupils' cognitive skills by reinforcing concepts or terminology or discussing a query raised by a pupil – thus enabling pupils to understand the subject matter and task at hand.
 - Develop pupils' problem solving skills by providing opportunities for developing investigative skills, and encouraging pupils to use a variety of information sources and to seek a range of solutions.
 - Assist in the development of skills which aid pupils' learning, e.g. time management.
 - Give assistance by means of prompts, suggestions and hints to enable the learner to solve the problem/complete the task.
 - Translate tasks at pupil level by restructuring the task into graded, achievable steps and provide appropriate resources to enable the pupil to turn potential into success.
 - Encourage pupils to explain and understand their thought processes.
 - Encourage pupils to work independently when appropriate, so they take responsibility more for their own learning and develop greater self-confidence, independence and pride in their own work.
 - Enable pupils to become effective members of a group by ensuring they understand and follow the roles expected in group situations.
 - Encourage pupils to build on existing effective relationships in order to share ideas and opinions with peers and adults.

Supporting Pupils - Pastoral

1. Support members of staff in providing a safe learning environment.
2. Provide support for pupils with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected.
3. Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.
4. Report to the teacher any incidents of disruptive or unacceptable behaviour of pupils during the lesson that may be unknown to the teacher.
5. Assist in the personal and social care of the pupils.
6. Assist identified pupils on arrival, during movement time and departure from school.
7. Act in accordance with the school's policies and procedures, in particular those relating to SEND and Child Protection.

Exam Invigilation

Carry out exam invigilation during examination season according to the published timetable.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Review

This job description is not necessarily a comprehensive definition. It will be reviewed annually and when appropriate. It may be subject to change or modification at any time after consultation.