



## **Job Description**

<b>JOB TITLE:</b>	Learning Support Assistant
<b>CONTRACT:</b>	Permanent, Term Time plus inset days (39 weeks per year)
<b>HOURS:</b>	Fulltime - 37 hours
<b>SALARY:</b>	Kent Range 5
<b>RESPONSIBLE TO:</b>	SENCO/Assistant SENCO

## **PURPOSE OF THE POST:**

To work under the instruction/guidance of the SENCO and other teaching/senior staff, within an agreed system of supervision and complement the professional work of teachers by taking responsibility for agreed learning activities. To provide support in addressing the needs of students who require particular help to overcome barriers to learning. To work with a wide range of students with varying SEND needs.

This may involve, preparing and delivering learning activities for individuals/groups and monitoring students alongside the SENCO recording and reporting on students' achievement, progress and development. This will include planning and facilitating lunchtime/afterschool homework clubs and bespoke intervention which will ensure we endeavour to raise student progress and attainment.

Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the area child protection procedures.

## **DUTIES AND RESPONSIBILITIES**

### **Direct Responsibilities:**

#### **Support for Students:**

- Work directly with a wide variety of students with complex SEND needs.
- To undertake sufficient training to ensure that all students' needs are met, including personal care and manual handling where applicable.
- Use specialist (curricular/learning) skills/training/experience to support students.
- Assist with the development and implementation of learning passports or equivalent.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work collaboratively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Work as a key worker for specific students on the SEND register where required.

#### **Support for the Teacher:**

- Work with the teacher to establish an appropriate learning environment.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.



- Provide objective and accurate feedback and reports as required, to the teacher and SENCO on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher SENCO contributing to reviews of systems/records as requested.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Liaise with SENCO and Heads of Department, subject teachers and other Pastoral staff, where necessary.
- Provide general clerical/administrative support e.g. produce worksheets for agreed activities, or other tasks as directed.

#### **Support for the Curriculum:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

#### **Support for the School:**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To undertake invigilation for internal and external exams where required.
- To promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENCO, to support achievement and progress of students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Be willing to undertake first aid training and once qualified to administer on a rota basis first aid to staff and students.
- Be willing to act as a fire marshall.

*While every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.*



The post holder will be expected to work flexibly and carry out all duties in compliance with school policies.

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date .....

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the SIP. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

Person Specification				
Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable criteria</u> .				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	You will be a team player with experience of working as a LSA/TA within upper Key Stage 2 or in a secondary school.	1,2	Qualification in working with students with Autistic Spectrum Disorder/Social and Communication Difficulty.	1,2,4
	Experience of providing educational support to students within a mainstream class, in a small group and on an individual basis.	1,2		
	Experience of developing and sharing strategies to meet a specific area of additional need.	1,2		
	Experience of planning, developing and reviewing support to meet the needs of individual students.	1,2		
	Experience of monitoring, recording and reviewing student progress.	1,2		
	Experience of liaising with external agencies.	1,2		





<b>Specialist Knowledge</b>	Demonstrable knowledge of how students learn including some knowledge of how curriculum may need to be differentiated to meet needs of students with ASD/SCD. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management. Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Working knowledge of the national curriculum and other relevant learning programmes. Awareness of students' diverse needs, backgrounds and aptitudes.	1,2  1,2,5  1,2,5  1,2  1,2  1,2	Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning.	1,2
<b>Education and Training</b>	Able to commit to relevant job training. Willingness to undertake manual handling training and to gain experience of supporting with students' personal care. Willingness to undertake First Aid training and to apply this in the school. GCSE or equivalent English & Maths.	1,2 1,2,4  1,2,4  1,2		
<b>Other Requirements</b>				

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job holder will ensure that TWGSB policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).