

JOB DESCRIPTION: Learning Support Assistant (LSA)

The following job description is for the guidance of candidates as to the requirements of the post.

PURPOSE:

To support the classroom teacher with their responsibility for the development and progress of all students, and, where working in the Pears Special Resource Provision having particular focus on students with a diagnosis of an Autism Spectrum Condition (ASC).
To assist in the development of students' learning, the provision of care and the management of students' behaviour under the guidance of teaching staff/senior colleagues/other professionals.

RESPONSIBLE TO:

Director of Learning Support (main school) /Operational Director PSRP / Deputy Head Inclusion

DISCLOSURE LEVEL:

Enhanced

SALARY/GRADE:

Salary Scale NJC 4 - 6

WORKING TIME:

Full time - 34 hours per week, term time only/40 weeks per year approx.
Monday 8.10 – 3.30
Tuesday 8.15 – 4.30
Wednesday 8.15 – 3.30
Thursday 8.10 – 3.30
Friday 8.15 – 3.30 (goodwill arrangement to leave early in accordance with summer / winter timings)

MAIN DUTIES

Support for the students

- Promote the inclusion and acceptance of all students.
- Establish constructive relationships with students and interact with them according to individual needs.
- Set challenging and demanding expectations and promote self esteem and independence.
- Assist with the development and implementation of Individual Education/Behaviour Support Plans, and/or Communication, Sensory and other programmes.
- Encourage students to interact with others and engage in activities led by the teacher.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support for specific named students

- Assist with all manual handling needs whilst the student is in school.

Where working within the PSRP, support the inclusion of individual students or group of students with diagnoses of ASC in mainstream lessons and to liaise with subject teachers and the PSRP class teacher.

Support for the teacher

- Assist with the planning of learning activities.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on student achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents within and beyond the classroom in line with established policy and encourage students to take responsibility for their own behaviour.
- Administer routine tests, help invigilate exams and undertake routine marking of students' work.
- Create and maintain a purposeful, structured and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Support teaching/senior staff/therapists with routine administration e.g. photocopying, typing, filing, money, administration of coursework etc.
- Assist external agencies in the writing of communication and sensory profiles of students as applicable and maintain programmes set up by therapists/psychologists etc.

Support for the curriculum

- Assist with the implementation of structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Assist with the implementation of programmes linked to local and national learning strategies e.g. literacy, numeracy KS3 strategies recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Establish links with departments/faculties.

Support for the school

- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and the aims and ethos of the PSRP as defined in policies related to the resource provision.
- Appreciate and support the role of other professionals.
- Establish positive working relationships with parents/carers.
- Attend and participate in relevant meetings as required including annual statement reviews and IEP reviews.
- Assist with the supervision of pupils out of lesson times, including before and after school and at breaktimes.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
- Attend regular faculty meetings as required.
- Participate in training and other learning activities and performance development as required and agreed by your line manager.
- Where working in the PSRP, to continually update knowledge and understanding of autistic spectrum conditions.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification – Learning Support Assistant (LSA)

Experience

- Working with or caring for children and young people in the 11-18 age range.
- Working with or caring for young people with a range of special educational needs including where working in the PSRP, autistic spectrum conditions.

Qualifications

- Good numeracy and literacy skills, with GCSE C passes or above in both English and Maths.
- Where working in the PSRP, training in autistic spectrum conditions.
- Training in relevant learning interventions e.g. literacy or numeracy strategies (desirable).
- First aid training (desirable).
- TEAM Teach training (desirable).

Knowledge and skills

- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Ability to work with own initiative without supervision.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- General understanding of the National Curriculum and other learning programmes/strategies.
- Good understanding of child development and learning and, where working in the PSRP how having an autistic spectrum condition may impact on this.
- Effective use of ICT to support learning and communication.
- Use of other technology; photocopier, inter-active whiteboard.
- Familiarity with electronic databases (e.g. SIMS, B-Squared).
- Be organised and show initiative
- Be a reliable team member with a sense of humour
- Have the desire to make a difference to our most wonderful students

JCoSS also welcomes applications from graduates planning to teach or work with young people in the future.