

Learning Support Assistant (LSA) Job Description

Department: Education / Student Support

Direct Reporting Line: Head of Inclusion/SENCO

Job Purpose: To assist in promoting the learning and personal development of the named student(s), providing a learning environment that supports their developmental and educational needs, under the overall direction of the class teacher and Head of Inclusion/SENCO.

Key Relationships (Internal and External): Teachers, Students, Parents, Student Support Team, School Counsellor, Principal and other members of the school management team, external agencies as required.

Key Accountabilities:

- Work within the framework set by the assigned teacher and Head of Inclusion/SENCO, outlining the LSA's role in lessons including how they will provide feedback to the named student(s) and colleagues on learning and behaviour
- Supervise and facilitate individual support for the named student, with particular reference to Individual Education Plan (IEP) / pupil passport targets, ensuring their safety and access to learning activities, including, where appropriate, specialist lessons
- Provide informal feedback to the named student in relation to progress and achievement under the guidance of the teacher
- Record and share with the teacher, colleagues and supporting professionals, issues of concern and positive feedback about the student's welfare and achievements.
- Communicate effectively with the named student's parent(s) via emails and reports based on IEP/pupil passport targets and outcomes, weekly/monthly or as confirmed by the Head of Inclusion / SENCO.
- Maintain a file of IEP/pupil passports, records, minutes and other relevant documents
- Contribute to the well-being of the children in terms of physical, emotional and social needs
- Attend any staff meetings and Professional Development days as requested and required by School
- Accompany student to ECAs outside of school hours, if required and as agreed by the School and parent/s

- Carry out any other tasks of a similar nature as directed, including being flexible to support in other areas of the school as and when required; on occasions this may involve supporting other students, for instance if the named student is working in a collaborative setting

Person Specification:

Education: Minimum High School education in English and Maths, preferred but not essential

Experience: Experience or aptitude for working with students with special educational needs, previous teaching or teaching assistant experience preferred

Competencies:

- Good levels of written and spoken English
- Enthusiasm, commitment and aptitude for working with students
- Good team player, able to work well as part of a team
- Confidentiality and empathy

Acceptance and Approvals

Confirmed by LSA:

Signed:

Date:

Reviewed by Line Manager:

Signed:

Date:

Taaleem Learning Support Assistant Standards

LSAs help support the education and well-being of students and are accountable for supporting the highest possible standards in work and conduct. LSAs act with honesty and integrity, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents and other stakeholders in the best interests of students.

Part One: Supporting Learning

An LSA must:

- 1. Support in the setting of high expectations which inspire, motivate and challenge:**
 - Establish a safe and stimulating environment, rooted in mutual respect
 - Support the setting of goals that stretch and challenge
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

- 2. Promote good progress and outcomes with/for students:**
 - Share accountability for students' attainment, progress and outcomes
 - Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide students to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how students learn and how this impacts on learning
 - Encourage students to take a responsible and conscientious attitude to their own work and study

- 3. Adapt support to respond to the strengths and needs of all students:**
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
 - Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt support for students' education at different stages of development
 - Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive learning approaches to engage and support them

- 4. Manage behaviour effectively to ensure a good and safe learning environment:**
 - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour, and support the established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage students effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

5. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider community and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Take responsibility for improving learning through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents and other stakeholders with regard to students' achievements and well-being

Part Two: Personal and Professional Conduct

LSAs are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a ISLA assignment

LSAs uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
- Having regard for the need to safeguard students' well-being, in accordance with statutory/regulatory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental values and culture of the UAE, ensuring that due diligence and respect is given to the associated precedence of the country
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

LSAs must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

LSAs must have proper and professional regard and adhere to school policies with regard to dress code, footwear, make up and jewelry

LSAs must have an understanding of, and always act within, the policies set out by Taaleem which set out their professional duties and responsibilities

I confirm that I have read, understood and agree to adhere to the role description and standards as set out in this document, for the duration of my assignment, and for the relevant periods immediately preceding and superseding it.

LSA Name (print):	
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Signature:	
Date:	