**Learning Support Assistant**

**Job Title: Learning Support Assistant**

**JOB PURPOSE**

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| The primary purpose of a Learning Support Assistant is to support pupils in facilitating learning and supporting access to the curriculum and assisting teaching staff in planning, review and delivery of the curriculum (either as individuals or in small groups) and to assist in pupil health, safety and welfare and emotional and behavioural support.  The following descriptions of the 3 different levels of support, duties and responsibilities typify or characterise the level and type of support that ought to be undertaken. |

**SAFEGUARDING**

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| The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  The post is subject to an enhanced DBS Disclosure (formerly CRB).  The successful candidate will share the whole school commitment, for safeguarding and promoting the welfare of children. |

**ACCOUNTABILITY AND PRINCIPAL CONTACTS**

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| The LSA will work under the overall direction of SLT or LSCO and will be expected to exercise initiative and independent action. Depending on level appointed at it is expected that the LSA will undertake at least one additional responsibility and/or provide specialist support in one or more specialist areas (e.g. SEND, literacy numeracy, early years, EAL, etc.).  Main contacts are with pupils, teaching staff, specialist teachers, other professional staff, parent/carers, other support staff and volunteers. |

**DUTIES**

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| **Level 1** | **Level 2** | **Level 3** | **HLTA** |
| **SUPPORT FOR PUPILS**   * Provide pupils with level and type of support specified by the teacher. Could include promoting increased attention and staying on task; helping with physical difficulties whilst encouraging independence (e.g. with personal cleanliness, putting shoes on etc.) * Identify and report uncharacteristic behaviour patterns in pupils and report these to the teacher * Encourage and reinforce positive interactions between pupils working within any behaviour targets set * Accompany pupils as directed and supervised by the responsible teacher within school and on educational visits/trips, in accordance with guidance on School Journeys * Assist with the supervision of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime * Provide comfort as appropriate and arrange immediate care for minor accidents, upsets and ailments (excluding duties of the designated first aider) and report serious problems and perceived instances of danger or risks to health to a member of the teaching staff * Have an understanding of special educational needs as defined in the SEN Code of Practise   **SUPPORT FOR THE TEACHER**   * Assist in the day-to-day management of the learning environment, e.g. preparing/clearing learning resources; reporting damaged/ faulty items to the teacher; contributing to class/school displays, preparation of art areas etc. * Participate in record-keeping – e.g. provide relevant verbal information to contribute to the planning and review of pupil support, record and reports * Provide feedback to the teacher about the learning activities, responses to them and the support provided * Assist in the management of pupil behaviour * Undertake routine administrative tasks   **SUPPORT FOR THE SCHOOL**   * Have an up-to-date understanding of the role and responsibilities of Level 1 post * Participate in induction training for teaching assistants and staff review/performance process and make use of professional development opportunities * Maintain confidentiality according to organisation and legal requirements; adhere to/maintain school policies, routines and codes of conduct and support the ethos of the school * Be aware of and practise within equal opportunities policies and principles and health and safety regulations. Seek to prevent accidents and report these to the designated person in the school * Be aware of and practise according to the Child Protection Policy * Undertake other duties that can reasonably be expected of and are relevant to the level and nature of the post * Be available for work for 195 days a year (pro-rata if working less than a 5-day week) including attendance at in-service training and the training days * Attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours but not beyond the total working week * Understand the roles and responsibilities of others within the school   **SUPPORT FOR THE CURRICULUM**   * Support pupil’s learning as directed, in context of fostering independence and self-esteem (e.g. modelling use of language appropriate to the task, facilitating discussions and interactions, encouraging pupils to reflect on their work.) | **SUPPORT FOR PUPILS**  In addition to the responsibilities of Level 1, a Level 2 LSA will:   * Support individuals or groups of pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts of vocabulary; using practical apparatus; supporting less able pupils, extending/challenging the more able; assisting in keeping pupils on task, interested, motivated and engaged) * Assist pupils in the development of communication skills including role play activity * Assist in personal, social and emotional development of pupils and in the development of self esteem * Monitor and provide for the general care, safety and welfare of pupils, including accompanying small groups of pupils on short trips of the school premises, under the supervision of the responsible teacher, in accordance with the appropriate risk assessment and LEA guidance   **SUPPORT FOR THE TEACHER**  In addition to the responsibilities of Level 1, a Level 2 LSA will:   * Monitor individual or group achievement of key objectives and feedback to the teacher * Be actively involved in the day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials as appropriate * Contribute to the assessment of pupils by teachers through observation and reporting * Attend SEN review meetings, if appropriate * Support the implementation of strategies to manage pupil behaviour and help manage pupil behaviour * Undertake appropriate administrative tasks   **SUPPORT FOR THE SCHOOL**  In addition to the responsibilities of Level 1, a Level 2 LSA will:   * Have an up to date understanding of the role and responsibilities of a level 2 post * Understand the schools policies relevant to the specialist subject/support provided and how they relate to local and national framework/policies * Liaise effectively with parents/carers, sharing and providing information relevant to the role   **SUPPORT FOR THE CURRICULUM**  In addition to the responsibilities of Level 1, a Level 2 LSA will:   * Contribute to curriculum planning and evaluation and assist in implementation * Assist in the introduction to the lesson and interact with the teacher and pupils as required | **SUPPORT FOR PUPILS**  *In addition to the responsibilities of Level 2, a Level 3 LSA will:*   * Use specialist knowledge, experience, training to provide appropriate support to pupils   **SUPPORT FOR THE TEACHER PUPILS**  *In addition to the responsibilities of Level 2, a Level 3 LSA will:*   * If employed in SEN, other duties may involve making appointments for parents and professionals to attend annual reviews and ensuring that all necessary papers are available, co-ordinating the preparation and ensuring the availability of support plans e.g. passports. Attendance at SEN review meetings as necessary * Co-ordinate and organise pupils attending extra-curricular activities/work experience (or other out of school activities e.g. trips)   **SUPPORT FOR THE SCHOOL**  *In addition to the responsibilities of Level 2, a Level 3 LSA will:*   * Model good practice and contribute to the planning and delivery of INSET to others (e.g. Teaching Assistants, MDS staff, volunteers) who support pupils (including with SEN) * Be able to work in a variety of school settings with a variety of disabilities and a different key stages   **SUPPORT FOR THE CURRICULUM**  *In addition to the responsibilities of Level 2, a Level 3 LSA will:*   * Apply considerable depth of knowledge and understanding of relevance to the curriculum, age range or SEN, in supporting pupils * Take lead responsibility for co-ordination of a school activity | To complement the professional work of teachers by taking responsibility for learning activities under an agreed system of supervision. This may involve joint-planning with teachers, preparing and delivering learning activities for individuals/ groups, or short term for whole classes across all year groups in the school (Years 3-13).  **SUPPORT FOR PUPILS & TEACHERS**   * Assess, manage and deliver learning support using knowledge and specialist skills * Within an agreed system of supervision, deliver challenging teaching and learning objectives * To be familiar with the school curriculum, the age related expectations of pupils and main teaching methods for age ranges in which you are involved * To build and maintain successful relationships with pupils, treat them consistently and be concerned for their development as learners, supporting them and responding to their individual needs * Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives * Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence * Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment * Take a lead role in the provision of support for children with SEND including promoting inclusion and acceptance of all pupils * Organise and manage an appropriate learning environment and resources * To work with the SENDCO and other teachers to develop and implement SEN support, e.g. passports, and behaviour mentoring plans. * Be responsible for the management of stock levels and for deployment, maintenance, quality and Safety of Specialist equipment, selecting resources necessary to lead and support learning activities * Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use, in line with the Focus ethos and general practice   + Co-ordinate and assist in leading assemblies * To undertake appropriate professional development and positively participate in the appraisal of own performance * Communicate and co-operate effectively and positively with specialists from outside agencies where applicable * Attendance at staff meetings as appropriate * Perform any duties that the Senior Management of the School shall from time to time determine and are appropriate to the post.   **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**   * Working with the SLT/LSCo to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context * Demonstrating high standards of personal integrity, loyalty, discretion and professionalism * Publicly supporting all decisions of the Head Teacher and the CA Team * Providing an example of ‘excellence’ as a leading classroom practitioner and inspiring and motivating other staff * Working with the SLT/LSCo to sustain high expectations and excellent practice in teaching and learning throughout the school * To raise pupil’s standards of achievement and to evaluate teaching and learning Help prepare the school to achieve Outstanding in inspections |

**PERSON SPECIFICATION**

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| **Level 1** | **Level 2** | **Level 3** | **HLTA** |
| * Have been educated to at least CSE/GCSE/O level * Have an understanding of special educational needs as defined in the SEN Code of Practise * Experience of working with children of the age with which the post is concerned * Have experience of ICT as a learning tool * Be able to relate well to both children and adults * Have good communication, persuasion and negotiation skills * Have empathy with pupils, especially those with learning difficulties * Have good listening skills * Be patient * Be able to work effectively in a team * Be able to take direction but be prepared to take initiative when required * Have natural authority * Be sensitive to the needs of children * Be flexible and adaptable * Be committed to undertaking appropriate induction training and other short in-service training courses * Be committed to own professional development, and be willing to undertake other appropriate training, preferably leading to national standards (NVQ Level 2) * Be trustworthy and discreet maintaining confidentiality * Be able to establish clear boundaries * Have a good sense of humour * Have good interpersonal skills * Be able to work sensitively with colleagues and a range of professionals and pupils | In addition to the responsibilities of Level 1, a Level 2 LSA will:  **Experience**   * Have experience of LSA work * Have attended Inset on aspects of the curriculum; literacy/numeracy/SEN/early years/behaviour management/training and learning * Have NVQ Level 2 or equivalent knowledge, experience and skills * Be working towards NVQ Level 3 or have equivalent knowledge, experience and skills * Understand the schools policies relevant to the subject/support provided and how they relate to local and national frameworks/policies * Have an up to date understanding of the Level 2 post   **Skills**   * Have a good level of knowledge and understanding of at least one area of learning * Be able to present information effectively, verbally and in writing to others (for formal SEN reviews etc.) * Ability to acquire new skills * Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience   **Qualities**   * Be able to exercise initiative and independent action including offering ideas   **Curriculum**   * Support teachers in promoting high standards across the curriculum, and assist pupils to develop their skills. * Have an understanding of relevant curriculum areas and reinforce the learning objectives as required * Assist in the organisation of resources * Prepare pupils before the lesson e.g. reading the text and explaining the words and phrases they do not understand * Keep records against specific targets and contribute to further planning * Support, consolidate and extend learning through working with groups of pupils in differentiated tasks * Become familiar with the resources which are designed specifically for assistants to use, such as Springboard 5 or Year 6 Booster materials * Evaluate the progress made by pupils in groups supported, marking and annotating the pupils work and feeding back to the teacher according to school procedures | In addition to the responsibilities of Level 2, a Level 3 LSA will:  **Experience**   * Have considerable experience (at least 3 years) of working to support children’s learning * Have to recognise qualification (NVQ Level 3 or equivalent or detailed knowledge and understanding of at least one area of the curriculum/age range/SEN * Have an up to date understanding of the Level 3 post   **Skills**   * Be able to supervise and train others * Have good organisational skills * Have a good advocacy   **Qualities**   * Have the confidence to review own performance * Demonstrate creativity and imagination, showing an ability to adapt teaching styles to the needs of a group of pupils   **Curriculum**  *In addition, those working at Level 3 should:*   * Plan a series of support sessions for a small group of pupils, ensuring appropriate progression in the content * Manage the purchase, maintenance and use of resources required for specific intervention programmes * Contribute to the identification of pupils in need of specific intervention support * Make assessments of pupils progress on specific intervention programmes and make proposals for further support and intervention | * Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (NVQ Level 4/5) * Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT * Can use ICT effectively to support learning * Full working knowledge of relevant current policies/ codes of practice/legislation * Experience of working with children of relevant age in a learning environment * Working knowledge and experience of implementing national curriculum and other relevant learning programmes/strategies, in line with the Focus Guidelines * Good understanding of child development and learning processes * Understanding of statutory frameworks relating to teaching * Understanding of SEND procedures * Constantly improve own practice/knowledge through self-evaluation and learning from others * Work constructively as part of a team. Understanding classroom roles and responsibilities and your own position within these * Desire to work within a Christian ethos * Enthusiasm for helping support both staff and SEND students * Willingness to be challenged and able to take on the views of others * Tact and diplomacy * Sensitivity to the needs of all individuals * Approachable and reliable, able to maintain a sense of humour |

**ISSUED BY**

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