

**JOB DESCRIPTION**

**POST: Learning Support Assistant with Phonics Experience**

**REPORTING TO: Additional Needs Co-ordinator**

**PURPOSE OF THE POST** – To provide support for teachers as directed by the teacher in effectively teaching whole groups, to support specific students as identified by the Additional Needs Co-ordinator both within normal timetabled lessons and during periods of withdrawal from normal lessons.

**RESPONSIBILITIES:**

The post holder will as directed by the Additional Needs Co-ordinator:

· Support teaching and learning in assigned lessons by providing support to individual students and groups of students identified by the teacher and in ways specified by the teacher;

· Provide support for specific students as identified by the Additional Needs Co-ordinator and in accordance with the specifications of Statements of Special Educational Need, Individual Learning Plans, Behaviour Support Plans and Pastoral Support Plans.

· Support students on a one to one basis as specified by the Additional Needs Co-ordinator.

· Supervise students during social times, break and lunch times, as specified by the Additional Needs Co-ordinator.

· Administer tests and other instruments for assessing the progress of individual students as specified by the Additional Needs Co-ordinator, and mark and record such tests.

· The post holder will be responsible for setting up, developing and running, or assisting in the running, on a weekly basis of at least one activity in the Academy’s Personal Best Programme.

· The post holder will undertake any other duties which are commensurate with the post and which are directed by an appropriate member of the Academy’s staff.

**Post Holder:**

**Signed:** …………………………………..………. **Date:** ………………….

**Print Name:** …………………………………………….…..

**Headteacher:**

**Signed:** ……………………………………..……. **Date:** ………………….

**Print Name:** …………………………………..………..

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

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|  | **Essential** | **Desirable** |
| **Qualifications** | Good standard of education, preferably English and Maths |  |
| **Experience** | Ideally have prior experience of working directly with and supporting students in secondary schools | Experience with dealing with students with SEN |
| **Knowledge and understanding** | Knowledge of the Education Sector |  |
| **Skills** | Have sound literacy and numeracy skills.  Have good interpersonal skills and the capacity to interact effectively with young people  Have the strength of personality to manage challenging behaviour on the part of students effectively and in a manner that supports the students in question and which minimises the impact of these students on the learning of others and on the work of teachers |  |
| **Personal characteristics** | Work effectively as a team player.  Ability to remain calm under pressure.  Use own initiative, work unsupervised and flexibly  Self-motivated  Willingness to take responsibility for CPD |  |