

## Learning Support Assistant

<b>GRADE:</b>	Scale 5	<b>DATE:</b>	September 2019
<b>PATTERN:</b>	Term-time only. Full time, 40 weeks per annum (including INSET days)		
<b>RESPONSIBLE TO:</b>	SENDCo, Headteacher and Governors		

## Job Description

### 1. Main Purpose of the Job

- 1.1. To support the efficient and effective running of the Learning Support department to ensure that the provision and outcomes are outstanding at all levels.
- 1.2. Under the direction of the SENDCo, to assist with the support and inclusion of students with Special Educational Needs and diverse learning needs to ensure that they can access the curriculum in the most effective way.
- 1.3. To assist with the delivery and provision of needs as outlined in student Education Health & Care Plans (EHCPs) and for the provision of needs of other identified students.
- 1.4. To represent the school in the best possible way at all times.

It should be noted that it is expected that the job description will evolve as both the role and the post holder develops

### 2. Accountabilities

- To liaise with the members of the Senior Leadership Team and Curriculum and Pastoral Teams as required.
- To develop and nurture effective working relationships with a range of colleagues and members of the school community.
- To provide timely and accurate reports to a range of audiences as required.

### 3. Duties & Responsibilities

#### 3.1. SUPPORTING THE STUDENT

- Develop a knowledge of the range of learning support needs and develop an understanding of the needs of students to be supported.
- Provide particular support for students with special educational needs to enable them to learn as effectively as possible on their own and in group situations, taking into account the special needs involved.
- To support the student(s) in the development of skills, e.g.
  - basic skills such as language, reading, writing (including handwriting), spelling and mathematics,
  - encouragement of concentration, communication, sharing and other social skills,
  - supporting their access to the curriculum through clarification and reinforcement of the subject matter.
- To identify opportunities for the student(s) to work independently where appropriate, ensuring their comfort and safety at all times; at such times to support other students in the classroom as appropriate.
- To assist with the development of the student(s) basic ICT skills and support the use of ICT in learning activities.
- To assist the student(s) with physical needs as appropriate and agreed.
- To provide support for the student(s) emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour.

#### 3.2. SUPPORTING THE TEACHER

- To liaise closely with the class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Educational Plan(s) designed for the student(s).

- To monitor the student(s) progress and report on any achievements or developments against individual targets; to contribute to any reports or annual reviews.
- To prepare suitable work for the student(s) under the guidance of the teacher, and to make or adapt resources (e.g. worksheets or sight cards) to enable the student(s) to access the learning activity at their appropriate level of understanding.
- To assist the class teacher with the preparation of the classroom for lessons, where appropriate.
- To provide regular feedback about the student to the teacher.
- Participate in the evaluation for the support programme.

### **3.3. SUPPORTING THE SCHOOL**

- To establish a good relationship with parents/carers and to provide information and feedback where appropriate and agreed under the guidance of the teacher.
- To 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.
- To ensure that the school teams are fully apprised of the learning support provided for individual students.
- To liaise, advise and consult with other members of the team supporting the student.
- To contribute to the reviews of student progress, as appropriate.
- To attend relevant and required in-service training.
- To respect the confidential nature of the work being undertaken and ensure the confidentiality of the student's personal and educational circumstances.

### **3.4. THE CURRICULUM**

- Develop an awareness of the requirements of the national curriculum.
- Support the specific requirements of the school's teaching and learning policy and other curriculum and learning related policies.
- Develop an understanding of student targets and how to support process of setting, supporting, assessing and reviewing targets.

### **3.5. ADDITIONAL DUTIES**

- To assist with the supervision of student(s) out of lesson time, as necessary for their safety.
- Support the successful management of all extra-curricular and enrichment activities, including trips and ventures, in particular by supporting identified students.
- Be prepared to work flexibly to support certain activities within the school.
- Keep the working area and rooms tidy and ensure that any displays are up-to-date.
- Provide support at the time of examinations. This may include invigilation duties.
- A willingness to take part in relevant training programmes.

## **4. Knowledge & Experience**

The post holder will preferably have experience of working within the secondary sector.

## **5. Performance Standards**

Performance will be measured against outcomes in relation to set targets and progress as measured against individual and/or team development plans.

## **6. Additional Information**

- 6.1.** You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 6.2.** You will be required to undertake other duties as may reasonably be expected.
- 6.3.** This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 6.4.** This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.
- 6.5.** The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.

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- 6.6.** Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.
  - 6.7.** Post holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.
  - 6.8.** Post-holders will participate in the School's performance appraisal system.
  - 6.9.** Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.
  - 6.10.** Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.
  - 6.11.** Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

<b>JOB HOLDER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

<b>LINE MANAGER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

# Person Specification

SECTION	ASSESSMENT METHOD
<b>EDUCATION, QUALIFICATIONS &amp; TRAINING</b>	
<ul style="list-style-type: none"> <li>• A*-C/9-4 pass in English and mathematics</li> <li>• Relevant education to A Level or degree level is, desirable</li> <li>• Recent professional development</li> </ul>	Application form Proof of qualifications
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>• Experience of working in an educational environment would be desirable</li> <li>• Experience of working in a learning support capacity would be desirable</li> <li>• Experience of performance management procedures</li> </ul>	Application form Interview
<b>PERSONAL ABILITIES &amp; QUALITIES</b>	
<ul style="list-style-type: none"> <li>• Written and spoken fluency in English</li> <li>• Ability to plan, monitor, evaluate and review work</li> <li>• Ability to maintain records and to provide evidence of work, progress and attainment over time</li> <li>• An excellent understanding and competence in ICT</li> <li>• Work effectively as part of a team; developing positive relationships with colleagues, students, parents/carers and other agencies as appropriate</li> <li>• Possess excellent organisational skills</li> <li>• Ability to work on own initiative and as part of a team and judge when to take decisions and when to seek advice</li> <li>• Ability to prioritise work and work to deadlines</li> <li>• Adaptability, flexibility and resilience</li> </ul>	Application form Interview Tasks
<b>SKILLS &amp; KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>• Excellent professional knowledge and understanding</li> </ul>	Application form Interview Tasks
<b>COMMITMENTS</b>	
<ul style="list-style-type: none"> <li>• Commitment to high standards of professionalism</li> <li>• Commitment to the aims and the values of the school</li> <li>• Commitment to equal opportunities</li> <li>• Commitment to achieving high standards</li> <li>• Commitment to all aspects of inclusive education</li> <li>• Committed to teaching and to further professional development</li> </ul>	Application form Interview Tasks

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.