

Job Description & Person Specification

Job Title	Learning Support Assistant (LSA)
Responsible to	SENDCO
Job Purpose	This is an important role, supporting the class teachers to plan and support students' learning, including social skills, life and independent skills and personal development. You will be expected to: • Build a positive relationship with the student, promoting high self-esteem, independence and social inclusion, supporting the children with their educational, physical, emotional and social development. • Have excellent communication skills, a willingness to learn and the desire to be part of the development of a high performing team. • Give support to students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement. • Work with whole classes, small groups and/or 1:1 with students.

Duties and Responsibilities

Professional Duties:

- To support students learning the KS3 & KS4 curriculum.
- To be committed to raising academic standards and to insist on high standards of learning and achievement.
- To be prepared to work with a range of classes and age groups as required by the needs of the school.
- To attend to pupils' personal needs, including social, emotional, health, and welfare matters.
- To be aware of and support differences and ensure that pupils have equality of access to opportunities to learn and develop.
- To work closely with teachers to remove individual barriers to learning.
- To assist with the development and implementation of Individual Provision Plans

Supporting Students:

- Building a positive relationship with students promoting high self-esteem, independence and social inclusion
- Promoting high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assisting with the development and delivery of individual education, support and care plans
- Supporting the pupil with their social, emotional and mental health needs, escalating concerns where appropriate
- Supporting students in the transition from primary to secondary
- Assisting in the supervision of students during all breaks

Teaching and Learning:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement
- Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full

potential in all areas of learning

- Promote, support and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Use ICT skills to advance the pupil's learning
- Provide regular feedback to teachers on the pupil's progress, attainment and barriers to learning through observations
- Monitor, record and report on progress and attainment
- Read and understand lesson plans shared prior to lessons, if available
- Deliver one-to-one or small group interventions in accordance with the individual education plans

Support for Teachers:

- Providing a high level of support to individual pupils who have been diagnosed with learning difficulties, for either all or part of the time to support their learning and to individual pupils within a class who are in need of additional help.
- Providing quality support to learning more generally, either by 'floating' and acting as additional support during class activities or by working with specific groups of pupils
- Assisting in supervising the activities of groups of children in a range of years or individual children, in order to ensure their safety, facilitate their educational development and develop a supportive and caring relationship.
- Maintaining records of children's progress as instructed.
- Creating and updating IEPs and other strategies as appropriate and reporting to parents and teachers as requested.
- Assisting the classroom teacher in ways in which the learning activities and classroom environment are enhanced.
- Observing children as individuals and in groups and reporting problems and progress to the classroom teacher, SENCO or member of SLT.
- Assisting with the delivery of the schemes of work and specifications in order for pupils to be able to access the content and skills necessary to achieve in the variety of subjects.

Working with staff, parents/carers and relevant professionals:

- Sharing knowledge and understanding of the pupil with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicating effectively with other staff members, pupils, and parents and carers
- Keeping other professionals accurately informed about performance, progress and any areas of concern
- Working collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborating with colleagues and other relevant professionals within and beyond the school
- Developing effective professional relationships with colleagues
- Liaising on behalf of the Academy and relevant agencies

Health and safety and Safeguarding:

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school
- Look after children who are upset or have had accidents
- Ensure the health and safety of self, colleagues, students and visitors and to report any such matters to the maintenance team, senior managers or Health and Safety Committee as appropriate

Professional development:

- Keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

General responsibilities:

To be aware of and comply with Academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students

To undertake personal development through training and other learning activities including performance management as required in line with Academy priorities and targets

To attend Senior Leadership Team, Governors and other meetings relevant to the role and follow the line management procedures of the Academy

To be a positive role model for students in dress code and conduct policy within the Academy

Scope of the Job Description:

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates 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. This job description is not necessarily a comprehensive definition of the post, and therefore, you may be required to perform other duties as requested by your Line Manager. The duties may need to be varied to meet the changing demands of the academy at the reasonable discretion of the Principal and School Business Director. This job description does not form part of the employment contract. It describes the way the postholder is expected and required to perform and complete the particular duties.

Safeguarding of students and Duty of care:

All staff, regardless of role, level of seniority, and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils. We expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn and grow.

Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns they may have. All staff must be able to identify any children who are at risk of harm and know the characteristics of abuse or neglect. If you suspect or confirm harm, it is essential that you know what actions to take.

Person Specification - Learning Support Assistant

Information for candidates: The person specification outlines the experience, skills, and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

All criteria listed below are essential for the post, unless otherwise stated.

Criteria
Education/Qualifications: • Generally excellent level of literacy and numeracy skills • NVQ qualification or similar appropriate at level 3 • First Aid training, or willingness to complete it
Professional knowledge, skills and competences: • Good ICT skills, particularly using ICT to support learning • Outstanding verbal and non-verbal communication skills • Ability of writing reports for different audiences • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with students and adults • Skills and expertise in understanding the needs of all students • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Experience: • Working in an education environment • Working as part of a team • Working with students • Have experience working with ASD and SEN • Experience of planning and leading teaching and learning interventions (under supervision/ after training)

Philosophy and commitment:

- An interest in educational issues
- A belief that everyone can benefit from, and has entitlement to, high quality educational opportunities
- A personal commitment to lifelong learning and continuous professional development
- Commitment to high standards, best value and continuous improvement
- A 'can-do' approach and positive attitude to innovation and change

Personal qualities:

- Confident, enthusiastic, and resilient with a strong work ethic
- Self-motivated, proactive, and reflective in practice
- Flexible, creative, and able to think laterally under pressure
- Excellent attention to detail and effective time management
- Positive, forward-thinking, and committed to continuous improvement
- Enjoy working with children and building strong, supportive relationships
- Sensitive, understanding, and committed to the wellbeing of all students
- Passionate about achieving the best outcomes and upholding school values
- Able to inspire, motivate, and challenge young people effectively
- Committed to safeguarding, equality, and maintaining confidentiality at all times