



Transforming Lives, Transforming Communities

JOB DESCRIPTION

Job Title:	Learning Support Assistant		
Base:	Bronte Girls' Academy		
Reports to:	Director of Learning: Access and Inclusion HLTA	Grade:	S2 NJC3
Staff Responsibility for:	N/A	Salary:	£18 065 (pro rata)
		Term:	Term Time Only
Additional:	As assigned.		

JOB PURPOSE

To contribute to the development of a school that is transforming the educational standards and character development of our young people with an emphasis on creating a culture that inspires personal growth, development and performance driven outcomes.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Core purpose

- 1.1 Provide support for pupils with special educational needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.
- 1.7 Support the pupils as part of a planned inclusion programme and provide intervention strategies and programmes as requested.
- 1.8 Deliver intervention and support strategies for specific pupils as directed by the teacher.



- 1.9 Provide feedback to pupils in relation to progress, achievement and attainment under guidance of the teacher.
- 1.10 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- 1.11 Support with manual handling and hygiene requirements as required.

2. Support for the teacher

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupil's achievement, progress and issues in a suitable format.
- 2.3 Provide advice and support to teachers and other support staff as the most effective methods of support for pupils with learning needs.
- 2.4 Liaise with the complex needs service as requested to receive and disseminate advice given to effectively support the pupils across curriculum areas.
- 2.5 Monitor pupils' responses to learning activities and take responsibility for accurately recording achievement/progress and reviewing records and systems as directed.
- 2.6 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- 2.7 Liaise sensitively and effectively with parents and carers; and participate in feedback with parents and carers under the teacher's supervision.
- 2.8 Assist the SENDCO in the development, monitoring and review of the pupils IEP.
- 2.9 Support the teacher by contributing to the delivery of local and national learning strategies and recording achievement, progress and providing feedback to the teacher.
- 2.10 Attend specific training as and when required or requested by the SENDCO.
- 2.11 Provide clerical/admin. Support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.12 Administer and contribute to the invigilation of routine tests and examinations as required.

3. Support for the curriculum

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.



- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4. Support for the school

- 4.1 Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required.
- 4.6 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues, including performance management and use this to support others.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- 4.9 Work as part of a team and support the role of other people in the team.

This appointment is with the Trust as employers. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the contract of employment.

PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
QUALIFICATIONS				
1.	5 A* - C at GCSE including English and Maths	E	✓	✓
2.	NVQ Level 2 for Teaching Assistants or equivalent qualification	E	✓	✓
3.	Evidence of continued personal and professional development	D	✓	
4.	First Aid training	D	✓	✓
EXPERIENCE				
5.	At least two years' experience working with children/young people in a secondary school setting	E	✓	✓
6.	Experience of working with children who have a wide variety of educational needs	E	✓	✓
7.	Experience of working with families in statutory or voluntary agencies	E	✓	✓
8.	Working knowledge of relevant policies/codes of practice/legislation	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
9.	Good interpersonal skills	E	✓	✓
10.	Ability to develop and maintain effective working relationships with pupils and school staff	E	✓	✓
11.	Ability to work effectively with a team of staff	E	✓	✓
12.	Effective classroom and behaviour management skills	E	✓	✓



No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
13.	Possess proven skills and abilities to work with children with social and emotional problems and special educational needs and should be committed to pastoral care, collaborative team-work and flexible working	E	✓	✓
14.	Knowledge of strategies to support pupils with special educational needs	E	✓	✓
15.	Understand classroom roles and responsibilities and your own position with these	E	✓	✓
16.	Ability to organise time effectively and work using own initiative	E	✓	✓
17.	Ability to assess pupils' understanding of text and reading skills	E	✓	✓
18.	Ability to assess pupils' understanding of maths concepts	E	✓	✓
19.	Ability to discuss with pupils, their understanding of learning objectives	E	✓	✓
20.	Suggest ways of developing learning	E	✓	✓
21.	Encourage good social skills amongst pupils	E	✓	✓
22.	Good ICT skills for word processing and use of learning software, using on-line resources	D	✓	✓
23.	Knowledge of the secondary curriculum	D	✓	✓
PERSONAL QUALITIES				
24.	Commitment and 'child-centred nurturing' ethos is essential. Being warm, positive, reflective adaptive, patient, confident, cooperative, organised, flexible and sensitive to families from diverse backgrounds is essential	E	✓	✓
25.	Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge	E	✓	✓
26.	Willingness to maintain confidentiality on all school matters	E	✓	✓
27.	Excellent communication skills both face to face and over the telephone	E	✓	✓



No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
28.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	E	✓	✓
29.	Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour	E	✓	✓
30.	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	E	✓	✓
31.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	E	✓	✓
32.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	E	✓	✓
33.	Flexible approach to working hours	E	✓	✓
34.	Personal resilience, persistence and perseverance	E	✓	✓
35.	Sympathetic to and supportive of the ethos of the School	E	✓	✓
36.	A strong commitment to the School values of Honesty, Respect, Integrity, Inclusiveness and Growth	E	✓	✓