

JOB DESCRIPTION

JOB TITLE	Learning Support Assistant
GRADE BAND	RIDNJC B
RESPONSIBLE TO	SENCo/LSA Supervisor
DEPARTMENT	SEN
DATE JD/PS SIGNED OFF	June 2019

SIGNED	
PRINTED	
DATED	

SAFEGUARDING COMMITMENT

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful in being appointed to a post you will be expected to apply for a disclosure from the Disclosure and Barring Service as well as other employment checks before your appointment is confirmed.

JOB PURPOSE

To provide support to students with an educational health care plan, ensuring their educational needs are met as required.

To assist in the support and inclusion of students with special educational needs within a mainstream school.

MAIN TASKS, DUTIES & RESPONSIBILITIES

- Provide learning support for students
- Be responsible for the Educational Health Care Plans ensuring their educational needs are addressed as required

Supporting students learning, either in groups or through 1:1 work.

- The exact tasks will depend on the learning support needs of the student/s but may include: supporting the development of skills in literacy, numeracy, communication and social and behavioural needs
- Differentiating work for individual students to suit their ability
- Using knowledge of students learning support needs to suggest appropriate adjustments to lesson plans to Teachers
- Clarifying and explaining instructions
- Ensuring students are able to use equipment and materials provided motivating and supporting students
- Helping students to concentrate on and finish work set
- Meeting physical needs as required while promoting independence
- Liaising with class teacher and Special Educational Needs Coordinator
- Developing appropriate resources to support students
- Support in exams, as reader, scribe, prompt, practical assistant, for students identified as requiring exam access arrangements
- Across all subjects of the enhanced curriculum

Supporting students self-esteem, inclusion and behavioural development, e.g.

- Encouraging an acceptance and inclusion of the student with special needs
- Developing methods of promoting/reinforcing the student's self-esteem and independence
- Providing individual supervision in and out of the classroom for students with behavioural problems
- Establishing a supportive relationship with students
- Reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- Supervising students on outings, school activities

Supporting the Teacher/s, e.g.

- Using knowledge and experience of the students concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support
- Contribute to the development of Individual Education Plans and reviews of student progress
- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording student progress and contribute to the maintenance of this record

- Providing regular feedback about students to the Teacher/s

Supporting the curriculum

- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

Supporting the school, e.g.

- Where appropriate, fostering and develop links between a student's home and school
- Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc

Other duties

The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

PERSON SPECIFICATION

Method of Assessment This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	Essential or Desirable	Application Form	Interview Stage
Qualifications, Education and Training			
GCSE Grade C in Maths and English	E	X	
Relevant qualification with regard to working with students	D	X	
NVQ or equivalent qualification for Teaching Assistants	D	X	
Experience and Knowledge			
Knowledge of SIMS system	D		X
Previous experience in a school environment	E		X
An administration background which can be applied to the needs of the role	D		X
Competent use of ICT	D	X	
Committed to the safeguarding of students and young people	E		X
Skills and Abilities			
To work with students and have experience and sympathy for their educational needs	E		X
Good organisational skills	E		X
Able to maintain confidentiality	E		X
Good interpersonal skills, able to communicate with people at all levels	E		X
Able to deal with a number of different situations in quick succession	E		X
Contacts and Relationships			
Extensive contact with students involving mentoring and motivating Information is exchanged with teachers, parents, guardians and external agencies	E		X
Physical, Mental and Emotional Demands			
Long periods of sitting or standing. Participating in PE lessons.	E		X
Working very closely for periods, including managing reactions to behaviour with individuals	E		X
Special Requirements			
To be fully engaged in the school and work within the school policies, procedures and approved methods but sometimes has to interpret these to deal with a problem.	E		X