

JOB DESCRIPTION	
Job role:	Learning Support Assistant
Responsible to:	Deputy SENCO
Role specifics:	<p>Full time staff work 31 hours 40 mins per week, term time only . Part time roles are paid pro rata. Salary APT&C Scale 3</p> <p>The salary is in accordance with APT & C Scale 3 which is currently an actual salary of £15,590 to £15,874 for hours and weeks worked for 31 hours 40 mins</p> <p>Please specify in your application which post you are applying for. Applicants for a part time role should state how many days per week they wish to work.</p>

Main Purpose of the role

To support teaching & learning activities across the school with SEND pupils of all age groups and across a wide range of subjects and classes.

Please note the job is different to that of a Teaching Assistant in a Primary School. Your main role will be to help, encourage and support students in class.

Main Duties and Responsibilities

- To take a key role in assisting and supplementing the work of the teaching staff in providing for the intellectual, social and physical and special educational needs of students identified as having learning difficulties and assisting in differentiation which enables these students to have maximum access to the curriculum. We aim to encourage our students to work independently on suitable tasks.
- To ensure the safety and well-being of students with SEND moving around the school (accompanying students where necessary)
- To work under the guidance of teaching / senior staff to implement agreed work programmes.
- To support the working aims of the school, in promoting “Achievement, Opportunity and Respect” for all students, irrespective of ability.
- To promote and help develop the inclusive nature of the school.
- To take a key role in supplementing the work of teaching staff to ensure as far as possible that the aims and objectives of each lesson are achieved by students identified on the SEND Register as having learning difficulties.

Job Activities

- Working with and supporting a large number of students in a variety of curriculum areas across the secondary age range, with a range of difficulties, including: General Learning Difficulties, Specific Literacy Difficulties, Speech & Language Difficulties, Emotional Difficulties, Medical problems, Mental Health issues, Hearing or Visual Impairment and Autistic Spectrum Conditions. Many students have more than one difficulty. LSAs are required to familiarise themselves, with these conditions and know how they affect specific students. There is an ongoing training requirement.
- LSAs must be sensitive to the needs of these students and exercise judgement about their ability to access certain tasks and the level of support necessary, whilst encouraging students to become increasingly independent. Such judgements must be made by LSAs throughout the day in differing circumstances and with regard to a number of different students. A high level of initiative is required to do this effectively.
- Working as a member of a large team of LSAs, teachers and outside agencies who support these students in school. Communicating professionally and effectively with the SENCO and others on the team, through both formal and informal structures, to ensure the changing needs of students with SEND are understood and met. Contributing to the formulation, implementation and evaluation of strategies to enable students to access the curriculum
- Working with a large number of different teaching staff (any one of 100 or so teachers, plus supply teachers and Trainee Teachers) in all curriculum areas to assist in planning delivery of lessons, differentiating according to different abilities of children. You will work on both sites of the school (linked by a public subway).
- Advising teachers on the learning needs and preferred learning styles of individual students, particularly as these change over time.
- Using different strategies for differentiation in classroom situations.
- Listening to children and offering appropriate support if necessary. Knowing when to refer a student on to another member of staff.
- Using agreed techniques for behaviour management in line with school policies and procedures.
- Being aware of practices and procedures that are specific to each department and working sensitively within these frameworks.
- Delivering and differentiating agreed learning activities to maximise student access to the curriculum, particularly for students with SEND
- Working with students, encouraging them to interact and work co-operatively with others. Developing and using strategies that are effective when students are reluctant to do so. Working in partnership with the subject teacher to ensure a calm learning environment and student engagement in lessons.
- Liaising with parents and professionals from other services as necessary in a sensitive, professional and effective manner.
- Having access to information, some of which may be confidential, and knowing when, how and with whom it is appropriate to share this.
- Knowing school policies and procedures on child protection, bullying, racism, verbal abuse, etc. and judging which situations infringe these policies and need reporting.
- Knowing and using the school rewards and sanctions systems appropriately.

- Work with a small number of key students as their 'key adult'. You will build up a relationship with the student, and their parents, over their time in the school checking in on them regularly.
- Dealing with discriminatory or abusive behaviour by other students, directed at students with SEND.

A. MISCELLANEOUS

- The postholder works as part of the Inclusion & Diversity Department.
- To undertake, as required, any other duties appropriate to the post

1. Contacts

- Teaching Staff
- Students
- Outside Agencies
- Parents

2. Supervision Received

Learning Support Assistants are directly responsible to the Head of I&D who line-manages the post but will be supervised by the LSA Manager

3. Education

A good standard of general education is required. Please quote all school subjects and grades attained.

4. Experience

Experience of working in a school-based environment is desirable as is experience of working with Secondary age students.

5. Fitness

The role involves a lot of walking between classrooms and both sites. Classrooms are on 3 floors. A reasonable degree of fitness is therefore needed.

This job description is subject to an annual review

SUPPORT ASSISTANTS - PERSON SPECIFICATION

Attributes	Essential	Desirable	How Identified
Relevant Experience	Experience of working with people	Experience in a school or teaching and learning environment. Experience of working with children preferably of Secondary age	A/I
Education and Training	Good general standard of education. Grade 4/C or above in English GCSE or equivalent.	NVQ, or other qualification, related to working with children and/or around learning support Grade 3/D or above in Maths GCSE or equivalent	A/I/Q
Special Knowledge and Skills	Communication skills - both written and verbal Ability to plan and prioritise own workload.	Knowledge of school organisation. Awareness of developments within Education or Learning Support. High standard of written English	A/I/T
Any Additional Factors	Must be able to respect confidentiality. Able to work on own initiative with little supervision at times. Must be assertive and proactive. Able to be flexible and versatile, adapting to change effectively.	Familiarity with basic ICT skills	A/I

A = Application

I = Interview

Q = Qualification certificates

T = Task

December 2022