



The Fernwood School

High Achievement with Care & Discipline for All

Learning Support Team

Roles & Responsibilities

Job Description:

Learning Support Assistant (L1)

Permanent 1.0 Contract



Learning Support Assistant – Job Description

Post Title: Learning support assistant

Hours: 37.00 per week – Term Time Only

Salary: £25,666 - £27, 970 (FTE)

Actual Salary £22,507 - £24,527 pro rata

Reporting Relationship:

Learning support assistants will be a member of a multi discipline team under the supervision of the SENDCO and assistant SENCO.

Job Summary:

At Fernwood we are seeking to appoint a new learning support assistant to join our growing and expanding team with a highly committed department. You will work under direct instruction of the SENDCO and assistant SENCO to support access to learning for students with a range of special education needs and disabilities within a classroom, small scale interventions and during recreational time. This role will involve establishing positive relationships with students and supporting them with their academic, physical, emotional, behavioural and social needs. Including the opportunity to support across a variety of different subject areas. All of our LSAs also act as a key worker and advocate for a small group of students.

Key Responsibilities:

The duties specified are not intended to be a complete list and the expectation is that employees in these roles will be flexible in their approach to the role.

In carrying out your role and responsibilities you will be expected to act professionally at all times. Your performance and professional development will be reviewed through the school's performance management procedures.

In co-operation with the SENDCO, Assistant SENCO and teaching staff the post holder will, to a level reflected by the grade of the post, undertake the following duties;

The role of the Learning Support Assistant is to:

- Foster the participation of students in the social and academic processes of the school.
- Seek to enable students to become more independent learners.
- Contribute to raising standards of achievement for all students.
- Foster positive relationships with students across the age and ability range.
- Help to identify and reduce barriers to learning.
- Support students' learning activities, both inside and outside the classroom, to help them access learning and improve their independence.
- Take responsibility for supporting identified students and act as their key worker.
- Keep accurate and current records on all support/interventions and their impact.
- Share knowledge of identified students' personal needs with teachers across the curriculum.
- Liaise with all colleagues delivering intervention.
- Be conversant with current developments in SEND and have an interest in supporting learning.
- Be mindful of equality issues and sensitive to cultural differences at all times.
- Work collaboratively with teachers to plan for the specific learning needs of SEND students.



- Ensure that the needs of the student are paramount when planning work and offering support to teaching staff.
- Help with the care and support of students; contribute to their health and well-being and assisting with their physical needs.
- Establish and maintain relationships with individual students and groups.
- Support students during learning activities, eg by encouraging and promoting independent learning.
- Support students' individual learning needs and development, eg cognitive and learning skills; helping students who need extra support to complete tasks, individually and in groups.
- Help the development of students' social skills, confidence, engagement and motivation.
- Make a positive contribution to the wider life of the school.
- Liaise with parents / carers as appropriate.
- Occasionally accompany teaching staff and students on visits, trips and out of school activities as required.

In relation to the student:

- Provide in-class support.
- Develop an in depth understanding of the special educational needs of the students concerned.
- Take into account the students' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- Build and maintain successful relationships with students, treat them consistently, with respect and consideration.
- Be an advocate for students with special educational needs.
- Help promote independent learning.
- Help reinforce learning.
- Remove barriers to learning.
- Assist students with physical needs as appropriate.
- Help students record work in an appropriate way.
- Develop study and organisational skills.
- Help keep the students on task and build motivation.
- Model good practice.
- Help build the students' confidence and enhance self-esteem.
- Support students with pastoral issues.
- Plan and deliver small group/1:1 intervention.
- Communicate with home as appropriate to support the student.
- Support students in the use of ICT.
- Contribute to the curriculum enrichment programme and support out-of-hours clubs as appropriate.

In relation to the teacher:

- Observe pupil performance and report on observations to the teacher.
- Supervise and assist small groups of students in activities set by the teacher.
- Promote an understanding of the students' needs.
- Have formal and informal meetings with teachers to contribute to planning lessons/activities.
- Prepare appropriately differentiated materials and resources.
- Prepare students prior to a task.
- Supervise practical tasks.
- Be involved in keeping records and evaluating identified student's progress.

Support the school by:

- Work as a cooperative and collaborative member of the Inclusion Team under the direction and guidance of the line-manager.
- Play an active part as a member of the whole school professional team, translating school policies into practice furthering the ethos of the school.



- Working as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- Identifying personal training needs and attending appropriate internal and external in-service training.
- Be aware of the schools' policies and procedures.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- This post has a high level of contact with, and responsibility for children.
- Safeguard and promote the welfare of children for whom you have responsibility or encounter, to include adhering to all specified procedures.
- Undertake any other relevant duties commensurate with the grading of the post which from time to time may be required by the Head teacher/SENDCo.

The post holder is required to be an appropriately skilled and qualified professional with strong communication and literacy skills to support in lessons, plan collaboratively with teachers and deliver scripted interventions. They will make a significant contribution to progress across the curriculum for students with identified SEND.

Person Specification

The postholder will have:

Experience and Qualifications	Essential	Desirable	Assessed
5+ GCSE grade Cs or equivalent (including Maths and English)	X		A C I
The ability to use ICT skills to advance learning	X		A I
The ability to promote high standards of literacy, articulation and the correct use of standard English	X		A I T
Experience of raising standards of achievement for students at KS3 or KS4 with SEND.		x	A I T R
Knowledge and experience of a range of Special Educational Needs and/or Disabilities.	X		A I T R
Professional Qualities	Essential	Desirable	Assessed
A professional and organised approach to their work	x		A I T R
The ability to successfully support and intervene with students who have SEND (including those with reading, writing and spelling ages well below their chronological age and/or Education Health Care Plans).	X		A I T R
The ability to play an active role in the Learning Support Team and wider provision.	X		A I R
High expectations of self, colleagues and children in all aspects of school life.	X		A I R
Commitment	Essential	Desirable	Assessed
High expectations for all pupils and a belief in every child's potential to learn and progress	X		A I T
Commitment to upholding and promoting the ethos and values of Fernwood School.	X		A I R



Experience	Essential	Desirable	Assessed
Strong understanding of early Key stage 3 curriculum and KS4 qualifications.		x	A I T
Experience in writing and reviewing pupil passports and progress and support plans.		X	A I

How criteria will be assessed:

A Application form
C Certificate
I Interview
T Test/Task
P Presentation
R References