

Job description

Job title:	Learning Support Assistant
Grade:	Scale H3 points 5-6 Salary range: £25,583 - £25,989 (FTE) Pro Rata salary for hours and weeks worked
Hours / weeks:	35 hours / week, term time only plus 5 INSET Days (3 days - 8:15am to 3:15pm and 2 days - 8:15am to 4:30pm)
Start Date:	ASAP
Contract type:	Permanent
Reports to:	SENCo

Job purpose

- To assist and support pupils with special educational, social, emotional and behaviour difficulties. Liaison with: SENCO, Head Teacher, Class teachers, Deputy Head and other support staff, which may include outside agencies, e.g. Speech and Language Therapists, Educational Psychologists on behalf of the SENCo should the need arise.
- To contribute to the overall ethos, work and aims of the Academy.

Main responsibilities

- Carry out tasks and responsibilities under the direction of the SENCo, Class Teacher, Deputy Head Teacher or Head Teacher.
- Plan and prioritise tasks and work under the pressure of a busy inclusive primary school.
- Be productive and show initiative.
- Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds.
- Motivate pupils to learn.
- Motivate pupils to be sociable.
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupils.
- Work effectively with other adults in the school and wider community.
- Be a responsible and trustworthy role model.
- Have patience with children who find conforming to rules and expectations difficult.
- Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult.
- Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary.
- Be computer literate.
- Attend training courses considered appropriate for the post.

Supporting Pupils

- To provide learning support in a 1:1 and group situations.
- To develop knowledge of the particular needs of the child and seek advice from the SENCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
- To organise and maintain an inclusive learning environment across the whole school environment.
- Provide positive reinforcements, praise and rewards to pupils.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

Supporting the SENCo

- To work as part of the team to ensure that the well being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning ,behaviour and communication skills.
- To provide regular feedback to the SENCo and, where necessary, relevant outside agencies about any pupil's difficulties and progress.
- To contribute to the pupils' annual review by writing a brief report and attending the meeting.

Other

- You may be required to provide personal care support.
- Be aware of and comply with policies & procedures relating to child protection; equal opportunities; health safety and security; confidentiality and data protection and to report all concerns to an appropriate person.
- The above list of principal duties & responsibilities is not necessarily a complete statement. Alterations & further duties may be necessary & will be subject to consultation. The post holder is expected to accept any reasonable changes to his / her job description.
- To be able to adapt his / her work to address the specific needs of the student.

The duties and responsibilities listed above describe the post as it is at present. This role will be reviewed annually as part of the performance appraisal process and the post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Westfield Academy is committed to safeguarding and promoting the welfare of Children and Young people. To meet this responsibility, we follow a rigorous selection process. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.

Person Specification

Attributes	Essential (or expected to train / qualify to that standard)
General	<ul style="list-style-type: none"> • Polite and courteous • Confidentiality, probity & integrity • Excellent time management • Ability to be flexible in approach to work as part of a team • Ability to understand the needs of students, staff, and professionals • Excellent organisational skills
Qualifications & training	<ul style="list-style-type: none"> • English and Maths GCSE (A*-C or 4+) • Have training in aspects of SEN, i.e ADHD, Dyslexia, Autism • Proven on the job experience
Relevant experience	<ul style="list-style-type: none"> • Minimum 5 years experience of working as LSA with children with special educational needs in a Secondary school setting or in a primary school with Year 5/Year 6 students • Appropriate experience in administration • Proven track record of working within a team • Computer literate • Calm in a crisis • Uses own initiative
Knowledge, skills & abilities	<ul style="list-style-type: none"> • Willingness to learn new skills and acquire new areas of knowledge • Enjoy working as part of a hardworking, supportive and friendly team • Understanding and sensitive to others • Keen to develop the role
Personal qualities	<ul style="list-style-type: none"> • Strong people skills, fair minded and able to communicate well to a variety of audiences • Sense of humour, patience and flexibility • Able to interact effectively with staff, parents, students and outside agencies • Team player, willing to share in key decision making