



St Michael's Catholic School
Job Description – Learning Support Assistant, Secondary

Phase: Secondary	Department: Inclusion
Job Title: Learning Support Assistant	Pay Scale: Bucks Range 2 Point 11
Term of Employment: Permanent, 38 weeks + 5 Inset days (pro rata)	Hours: 8:30 – 3:40pm, ½ an hour lunch
Designation of Post within School Structure	
Executive Headteacher	
Headteacher	
Assistant Headteacher - SENCo	
Learning Support Assistant (Secondary)	
Main Duties and Responsibilities	
1. Core Purpose To support access to learning for children with specific needs by working, under the guidance of the SENCO, with the teaching staff, both in the classroom environment and on a small group and 1-1 basis.	
2. Core Qualities <ul style="list-style-type: none">• Comfortable dealing with children with specific physical / emotional / educational / language needs• Committed to working with teachers to support the learning and development of students with specific needs• To be responsible for promoting and safeguarding the welfare of students at the school and to act as an appropriate role model for young people	
3. Roles and Responsibilities <ul style="list-style-type: none">• To be a key worker for named students on the SEND Register• Attend to the student's personal needs as required and implement related personal programmes of study.• Supervise and support the student, ensuring safety and access to learning.• Assist with the development and implementation of Individual Education / Behaviour plans as may be required.• Assist in the delivery of individual work programmes and interventions for pupils with Education Health & Care Plans (EHCPs) as required	



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- Work 1:1 or with small groups of pupils, delivering interventions and supporting learning as required both within and outside the classroom.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.
- Mentor students as may be required.
- Liaise with subject teachers and SENDCo regarding the student's provision and targets. To accurately monitor and record student responses to learning and to record their achievement and progress as required, reporting back to the SENDCo.
- To contribute to a student's EHCP by providing a written report/ updates on their progress towards set targets
- To provide feedback to students as may be required in relation to their progress and achievement, under the guidance of the subject teacher / SENDCo./ Whole School Learning Support Administrator
- Monitor pupil responses to learning activities and provide detailed and regular feedback to the teacher / SENDCo as agreed.
- To undertake duties over break and lunch to support and supervise SEND learners
- Supporting the SENDCo and/or the Whole School Learning Support Administrator at Child centred meetings.
- Liaising and working with the Intervention Lead, Whole School Learning Support Administrator and SENDCo and outside professionals coming into school to work with targeted pupils on advised interventions.
- To maintain confidentiality and comply with Data protection laws.
- To assist with providing exam access for students under JCQ rules.

Person Specification	Essential	Desirable	Evidence
A sound level of education and good literacy / numeracy skills GCSE (or equivalent) English language and Mathematics at least grade C or above.	X		Application
Previous experience of having worked in secondary education and / or within an SEN environment with students with a range of SEN needs, including physical needs.		X	Application Interview



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Knowledge about strategies for supporting challenging students and/ or those with a range of SEN needs	X		Reference Interview
Emotionally robust, capable of dealing with challenging student behaviour	X		Application
Prepared to familiarise themselves with a range of specific needs which students are likely to present with (dyslexia, ADHD, Autism, sight / hearing impairment and other physical needs, etc)	X		Application Interview
A willingness to develop professional expertise and engage in CPD opportunities.	X		Reference Application Interview
Ability to work both independently and as part of a team	X		Reference Interview
Good verbal and written communication skills	X		Reference Application Interview
Knowledge of ICT to support learning, ability to input data accurately		X	Reference Application Interview
Good understanding of the general aspects of child development.		X	Reference Application Interview



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Empathy and a sense of humour	X		Reference Application Interview
Calm and approachable, able to interact effectively with students on a 1-1 basis	x		Reference Application Interview
A positive 'can do' attitude	x		Reference Application Interview