



Beauchamps High School

Job Description

Job Title:	Learning Support Assistant
Grade:	LGS Scale 3 (pts 5-6)
Hours:	26.67 hours per week, 38 working weeks per year (Mon- Fri 8:45am – 3pm)
Responsible to:	Special Educational Needs Co-ordinator (SENDCo), Performance Manager and Headteacher
Purpose of the job:	To assist in the support and inclusion of children with special educational needs within a mainstream school

SPECIFIC DUTIES

a) Supporting the pupil

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the child/ren to be supported
2. Taking into account the learning support involved, to aid the child/ren to learn as effectively as possible, both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions
 - ensuring the child is able to use equipment and materials provided
 - motivating and encouraging the child as required
 - assisting in weaker areas, eg language, behaviour, reading, spelling, handwriting/presentation etc
 - helping pupils to concentrate on and finish work set
 - meeting physical needs as required whilst encouraging independence
 - liaising with class teacher and Learning Support Co-ordinator about provision maps (PM)
 - developing appropriate resources to support the child/ren
3. To establish a supportive relationship with the child/ren concerned
4. To encourage acceptance and inclusion of the child with special needs
5. To develop methods of promoting/reinforcing the child's self-esteem

b) Supporting the teacher

1. To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support (PMs) for child/ren who need learning support
2. In conjunction with the class teacher and/or other professionals, to develop a system of recording the child's progress
3. To contribute to the maintenance of child/ren's progress records
4. To participate in the evaluation of the support programme
5. To provide regular feedback about the child/ren to the teacher



c) Supporting the school

1. Where appropriate, to develop a relationship to foster links between home and school
2. To liaise, advise and consult with other members of the team supporting the child/ren when asked to do so
3. To contribute to reviews of children's progress, as appropriate
4. To attend relevant in-service training
5. To be aware of school procedures
6. To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately

Any other tasks as directed by the Headteacher or SENCo which fall under the purview of the post.

Person Specification

Attributes	Essential Requirements	Desirable Requirements
Experience/Knowledge	<ul style="list-style-type: none">▪ Working effectively as part of a team▪ Experience with use of computers	<ul style="list-style-type: none">▪ Successful previous experience in secondary schools or with young people
Education/Qualifications	<ul style="list-style-type: none">▪ Literate▪ Numerate▪ Good general standard of education - GCSE Grade C or above in English and Maths or willingness to undertake further training.	<ul style="list-style-type: none">▪ Knowledge and understanding of Child Protection and other relevant Policies and Procedures▪ Understanding of key aspects of the National Curriculum▪ Knowledge of teaching and learning and behaviour management theory
Skills/Personal Requirements	<ul style="list-style-type: none">▪ Knowledge of basic ICT to support learning and ability to progress to higher skills▪ Ability to understand key aspects of the National Curriculum▪ Ability to acquire knowledge of teaching and learning and behaviour management theory	<ul style="list-style-type: none">▪ Knowledge and understanding of Child Protection and other relevant Policies and Procedures▪ Understanding of key aspects of the National Curriculum▪ Knowledge of teaching and learning and behaviour management theory



Attributes	Essential Requirements	Desirable Requirements
Aptitudes	<ul style="list-style-type: none">▪ Ability to work as part of a team▪ Effective time management▪ Ability to build rapport with adults and children▪ Flexibility▪ Ability to follow instructions accurately▪ Ability to work independently▪ Effective communication both orally and in writing▪ Ability to work calmly under pressure▪ Commitment to personal and professional development▪ Ability to record and assess student progress/performance	<ul style="list-style-type: none">▪ Ability to motivate and inspire students