



David Ross Education Trust
Broadening Horizons

JOB DESCRIPTION

Job Title:

Learning Support Assistant

Location:

Lodge Park Academy

Job Purpose:

The primary role of the Learning Support Assistant is to work with teachers to raise the learning and attainment of students while also promoting their independence, self-esteem, and social inclusion. Giving assistance to students so that they can access the curriculum, participate in learning, and experience a sense of achievement.

Learning Support Assistants should act with honesty and integrity to uphold comparable standards to other education professionals, to make the education of the students their first concern. By demonstrating values and behaviours consistent with their professional role, Learning Support Assistants work with other educational professionals within a common framework of expectations. This could require detailed and specialist knowledge in particular areas i.e. literacy, dyslexia, reading etc.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside, and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

SENCo

Grade:

NJC 4

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

- ★ The main task will be to support individual students with special educational needs, assist in maintaining good order and keeping pupils on task to achieve their full academic potential.
- ★ You will support the Academy's commitment to safeguarding and promoting the welfare of children and young people.

SUPPORT FOR STUDENTS

- ★ Use specialist (curricular/learning) skills/training/experience to support students.
- ★ Support students with special educational needs with an emphasis on students who are below literacy age related expectations.
- ★ Support students who require tests and assessments in areas such as reading, dyslexia etc.
- ★ Assist with the development and implementation of Pupil Profiles.
- ★ Establish productive working relationships with students, acting as a role model and setting high expectations.
- ★ Promote the inclusion and acceptance of all students within the classroom.
- ★ Support students consistently whilst recognising and responding to their individual needs.
- ★ Encourage students to interact and work co-operatively with others and engage all students in activities.
- ★ Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- ★ Provide feedback to students in relation to progress and achievement.
- ★ Assist in the care of sick or injured children referring them, when necessary, to the school nurse or first aider. If required, this may involve assisting in accompanying them to hospital and to remain with the child until a parent/guardian arrives.
- ★ Assist with the development of student's social skills, personal care e.g. toileting, washing, dressing, eating, individual feeding programmes and assisting students who require lifting.
- ★ In partnership with the paraprofessionals to have a significant role in the implementation of individual therapy programmes and to participate in Movement Education programmes as requested.
- ★ Support students who have individual care plans under direction of the SENCO and as part of a multi-agency team.
- ★ Implement agreed work programmes/intervention strategies with groups of students both in and outside the classroom and assist the teacher in evaluating their impact. This will also involve assisting the teacher in planning, and the management/preparation of resources.
- ★ Plan, organise and deliver clubs and activities for SEN and EAL students.

SUPPORT FOR TEACHERS

- ★ Work with the teacher to establish an appropriate learning environment.
- ★ Work with the teacher in lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
- ★ Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- ★ Provide objective and accurate feedback and reports as required, to the teacher and SENCO on student achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- ★ Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- ★ Promote positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- ★ Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- ★ Administer and assess routine tests and invigilate exams/tests.

- ★ Provide general clerical/ admin. Support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

- ★ Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- ★ Implement local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and KSS and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- ★ Support the use of ICT in learning activities and develop students' competence and independence in its use.
- ★ Help students to access learning activities through specialist support.
- ★ Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE ACADEMY

- ★ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, 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.
- ★ Contribute to the overall ethos/work/aims of the school.
- ★ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- ★ Attend and participate in regular meetings.
- ★ Participate in training and other learning activities as required.
- ★ Recognise own strengths and areas of expertise and use these to advise and support others.
- ★ Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- ★ Undertake planned supervision of students out of school hours, and supervise students on visits, trips and out of school activities/catch-up sessions.

PERFORMANCE MANAGEMENT

- ★ Assist in the management of available resources of space, and equipment efficiently within the limits, guidelines and procedures laid down, organising, and maintaining equipment and stock and keeping appropriate records.
- ★ Co-operate with other Faculties to ensure a sharing and effective usage of resources to the benefit of the Academy and the students

In addition, you will continuously evaluate and review your role and propose improvements to this job description in the light of experience as part of the performance management process. You will also be required to carry out any other additional duties as might reasonably be required by the principal and your line manager.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

	Essential	Desirable
Qualifications and Professional Development		
★ NVQ 3 Qualified or equivalent relating to supporting teaching and learning in schools	✓	
★ GCSE English and Maths or equivalent		✓
★ Training and qualifications relating to students who experience literacy difficulties		✓
★ Training and qualifications relating to Dyslexia/Literacy		✓
Experience		
★ Experience in supporting students who have difficulty in reading and writing	✓	
★ Record quantitative and qualitative data of intervention programmes in accordance with code of Practice	✓	
★ Commitment to and or experience of working with children and young people	✓	
★ Ability to motivate and encourage children to meet their targets for learning and/or behaviour	✓	
★ Ability to show awareness to when it is appropriate to consult teachers about a child's behaviour or learning	✓	
★ Understanding of the practical application of Equal Opportunities in a school context	✓	
★ Aware of Health and Safety and safeguarding issues	✓	
★ Working with students who have below age-related expectation in literacy including dyslexia		✓
★ Experience in carrying out diagnostic reading assessments and reporting to the SENCo and SLT		✓
★ Knowledge and experience of dyslexic screening		✓
★ Experience of setting up, implementing, and monitoring reading programmes and assessments		✓
★ Experience in reporting and assessing students where necessary		✓
★ Carry out student observations		✓

Skills and Knowledge		
★ Ability to show awareness to when it is appropriate to consult teachers about a child's behaviour or learning	✓	
★ Understanding of the practical application of Equal Opportunities in a school context	✓	
★ Aware of Health and Safety and safeguarding issues	✓	
★ Excellent verbal and written inter-personal skills at all levels	✓	
★ Ability to organise own work and be self-motivated	✓	
★ Ability to write brief reports and keep records	✓	
★ An accomplished user of ICT	✓	
★ Excellent organisation, prioritisation, and time management skills	✓	
★ An ability to share skills to other members of the team	✓	
★ Commitment to and or experience of working with children and young people	✓	
★ Ability to motivate and encourage children to meet their targets for learning and/or behaviour	✓	
Personal Qualities and Ethos		
★ High levels of discretion and integrity	✓	
★ Approachable and composed	✓	
★ Comfortable around and able to form good relationships with staff, students, and parents	✓	
★ Ability to be empathetic towards parents and students	✓	
★ Able to be firm when required and consistent	✓	
★ Committed to own professional development and that of others	✓	
★ Highly motivated and hard working	✓	
★ Fully supportive of the aims and ethos of a school providing a specialist school education and committed to ensuring access to the curriculum for all children	✓	
★ Have high expectations of what students and staff can achieve	✓	
★ Fully supportive of the aims and ethos of a successful Academy	✓	
★ Able to develop and co-ordinate a sustainable strategy towards extra curriculum activities	✓	
Equal Opportunities		
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working	✓	

for and on behalf of the organisation feel respected and able to give of their best.		
Safeguarding		
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓	
★ Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓	
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓	
Health and Safety		
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.