

## Job Description

<b>Job Title:</b>	Learning Support Assistant
<b>Responsible To:</b>	SENCO
<b>Salary:</b>	Level 3
<b>Hours:</b>	<b>30</b> hours per week (+ 5 INSET Days)
<b>Latest Review Date:</b>	September 2021

1. This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.
2. Subject to the above, the description of your post is as follows:

The role of the Learning Support Assistant is a pivotal position within the Special Educational Need and Disability (SEND) department and school. The role involves general LSA duties responsibility.

### Principal Responsibilities A. Supporting Students and Teachers

1. Developing an understanding of students' educational needs.  
Assisting the teacher through support of learning activities.
  - i) Supporting students
    - a) Understanding the range of students' educational needs and disabilities.
    - b) Assisting with moving and handling of students.
  - ii) Contributing to effective classroom practice with individuals or groups of students
    - a) Explaining, simplifying and reinforcing classroom teaching.
    - b) Encouraging and motivating students to enjoy good lesson participation.
    - c) Supporting the development of self-esteem and confidence.
    - d) Promoting the skills necessary for effective group working.
    - e) Under the guidance of the teacher demonstrate an ability to use differentiated resources to provide access to the curriculum.
    - f) Liaison with the class teacher to inform accurate assessment and monitoring of students' progress and achievement
    - g) Recognising and supporting student needs within the class
  - iii) Supporting teachers
    - a) Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Contribute to the intellectual and social development of pupils and work with individual children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed. Prepare, maintain and deploy appropriate learning aids, materials and equipment.

- b) Contribute significantly to the planning of teaching and learning for the whole class and/or individual pupils. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. c) Attend curriculum planning meetings.
  - d) Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and individual Educational Plans where relevant) keeping detailed records of individual's progress.
  - e) Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
- iv) Under the direction of the SENCO/Headteacher develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils.
- v) Supporting the school
- a) Help students develop good relationships with peers and teachers.
  - b) Attend staff meetings and training days when required.
  - c) Invigilate and/or help with special arrangement for GCSE examinations.
  - d) Keep accurate records of support and progress of students.
  - e) Be available to liaise and plan with teachers, Statementing Officer, SENCO and School staff.
  - f) Be familiar with relevant school policies and procedures.
  - g) Maintain confidentiality at all times in respect of school related matters and to prevent disclosure of confidential and sensitive information.
  - h) Any other duties commensurate with the level of the post.

Learning Support Assistants (LSAs) work mainly in classrooms supporting individuals or small groups of students. The class teacher and LSA should develop mutually supportive practise to obtain the best outcomes for SEND students, Small group or individual. Withdrawal work may be required. LSA's are expected to develop expertise to differentiate work for students and promote classroom inclusion

LSA's are valuable members of the wider staff and are expected to attend meetings INSET and other school functions where appropriate, which may occur outside the normal working day.

The support for learning department currently consists of a SENCO, a Statementing Officer and LSAs. The Hearing Impaired department is part of the support for learning department.

## **General Duties**

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to SENCO and Designated Senior person for Child Protection (DSP) in line with the appropriate School policies and guidance.

## **Notes**

The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility.

This job description is subject to review and amendment from time to time in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

### Person Specification for the role of LSA (Level 3)

Please note that the information below, along with the relevant Job description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key: Essential = without evidence of which the candidate would be declined.

Desirable = useful for the role but not essential, may be used when making decision between two good candidates.

Experience	Essential	Desirable	
<ul style="list-style-type: none"> <li>Previous experience of working with students with special educational needs.</li> </ul>		•	Reference Interview
<b>Personal Qualities</b>			
<ul style="list-style-type: none"> <li>Able to work under pressure to meet tight and changing deadlines in a busy environment.</li> </ul>	•		Reference Interview
<ul style="list-style-type: none"> <li>High degree of accuracy and attention to detail.</li> </ul>	•		Interview
<ul style="list-style-type: none"> <li>Professional attitude.</li> </ul>	•		Interview
<ul style="list-style-type: none"> <li>Desire and willingness to learn and undertake training as appropriate.</li> </ul>	•		Interview
<ul style="list-style-type: none"> <li>Able to prioritise and complete tasks within deadlines.</li> </ul>	•		Interview
<ul style="list-style-type: none"> <li>Thorough, organised and methodical approach to tasks.</li> </ul>	•		Interview
<b>Skills</b>			
<ul style="list-style-type: none"> <li>Excellent Communication skills.</li> </ul>			Interview
<ul style="list-style-type: none"> <li>Ability to match working style to audience.</li> </ul>		•	Interview
<b>Technology/IT skills</b>			
<ul style="list-style-type: none"> <li>Working knowledge and ability to use/demonstrate IT packages i.e. Word-processing and Excel and PowerPoint.</li> </ul>		•	Interview
<b>Qualifications, Education and Training</b>			
<ul style="list-style-type: none"> <li>Willingness to keep up to date with changes in working practices as they relate to this role.</li> </ul>	•		Application Interview
<ul style="list-style-type: none"> <li>Specialist qualification i.e.: NVQ/Supporting Teaching &amp; Learning for LSA's or equivalent.</li> </ul>		•	
<b>Equal Opportunities</b>			
<ul style="list-style-type: none"> <li>Able to identify and act upon common forms of discrimination.</li> </ul>	•		Interview
<b>Physical</b>			

<ul style="list-style-type: none"> <li>Applicants need to be able to carry out the duties of the post with reasonable adjustments where necessary/practicable.</li> </ul>	•		Medical questionnaire
<b>Other relevant factors</b>			
<ul style="list-style-type: none"> <li>Applicants will undergo appropriate child protection screening including checks with past employers and the Disclosure and Barring Service.</li> </ul>	•		Reference DBS process