

Learning Support Assistant (LSA) Job Description

Job Title: LSA Hours of Work: • 32.5 hours per week, Term time only • Monday to Friday, 8:45am-15:15pm (30 min lunch break) Responsible to: Member of the Senior Leadership Team Grade: Bucks Pay Range 1B point 6-10 (dependent on experience).	
Job Purpose	• Work with class teachers to raise the learning and attainment of pupils • Promote pupils' independence, self-esteem and social inclusion • Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement • Support children with Educational Healthcare Plans on a 1:1 basis as required
Key Duties and Responsibilities	Teaching and learning • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) • Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment • Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment • Observe pupil performance and pass observations on to the class teacher • Supervise a class for short periods if the teacher is temporarily unavailable • With guidance from the class teacher or SENDCo, coordinate resources and lead interventions with small groups or individuals • Monitor pupils' progress made in learning interventions using appropriate methods of recording data, as required • Undertake any other relevant duties given by the class teacher Planning • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role • Read and understand lesson plans shared prior to lessons • Prepare the classroom for lessons

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Check email inbox regularly and read and respond as required to relevant email communications

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers and other LSAs working within the Key Stage
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop and promote effective professional relationships with colleagues to support the Woodside children's progress

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents
- If First Aid trained, perform first aid on children and record all actions taken in accordance with the school's procedures

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality



	• Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community • Respect individual differences and cultural diversity Whilst the main duties and responsibilities of the post are set out above, this is not an exhaustive list and the post-holder would be expected to carry out any other reasonable task that fulfils the nature of the role. The role of School Administrator is a very busy and varied one – we do expect all staff to have a positive “can do” attitude prepared to get involved in any number of alternative tasks that ensure that the school runs safely, smoothly and is always an engaging, supportive environment for all pupils and staff. All members of staff have a responsibility: • To have an understanding of the aims and expectations of the school. • To ensure that confidentiality is maintained at all times. • To promote the positive image of the school within the local community. • To have received and read the school’s policy on health and safety and raise any issues as soon as possible. • To have knowledge of the school’s critical emergency procedures. • To have received and read and follow the school’s safeguarding policy and procedures. • To attend training when appropriate. • To have knowledge of the school’s expectations for dress code and behaviour as set out in the school’s code of conduct

Signed by role holder	
Print name	
Date	



PERSON SPECIFICATION

LSA

	Essential	Desirable	Method of Assessment
QUALIFICATIONS			
Relevant professional qualifications applicable to the role of LSA (or willingness to work towards a qualification if not already held)		*	A C I
GCSEs at grades 9 to 4 (A* to C) including English and maths (or equivalent)	*		A I C
EXPERIENCE/SKILLS			
Experience of working with children in a school setting		*	A I R
Experience of leading learning activities (under supervision)		*	A I R
Excellent verbal, literacy and numeracy and active listening skills	*		A I C
Excellent organisation skills	*		A I R
Good IT skills – Microsoft Word, Excel, Powerpoint and MS email; including use of ICT to support learning (inc Google Classroom)	Word and Excel (basic)	Powerpoint (basic)	A I C
Ability to build effective working relationships with pupils and adults	*		A I R
Skills and expertise in understanding the needs of all pupils		*	A I
Knowledge of how to help adapt and deliver support to meet individual needs		*	A I
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		*	A I
Understanding of roles and responsibilities within the classroom and whole school context		*	A I
Understanding of effective teaching methods		*	A I
Knowledge of how to successfully lead learning activities for a group children		*	A I
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support		*	A I
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice		*	A I
PERSONAL QUALITIES			
Be able to deal with sensitive situations with tact and diplomacy helping build good relationships with pupils (and staff and parents etc as required)	*		A I R
Considerable personal enthusiasm, energy, integrity and professionalism	*		A I R
A dynamic team member who works effectively with their co-workers, relates well to the children and can communicate effectively with parents/carers	*		A I R



Be flexible and open to change, enjoy working at a fast pace whilst maintaining professionalism / have a “can do” attitude	*		A I R
Be able to “juggle” competing priorities effectively whilst remaining calm	*		A I R
Be reliable in their time keeping and attendance	*		R
Be able to maintain confidentiality at all times	*		R
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	*		A I
Commitment to safeguarding pupil’s wellbeing and equality	*		A I
BEHAVIOUR AND OTHER RELATED CHARACTERISTICS			
Commitment to self, team and school development	*		A I
Work in ways that promote equality of opportunity, participation, diversity and responsibility	*		A I
Commitment to abide by and promote the School and ODBST Equal Opportunities, Health and Safety and Child Protection Policies	*		A I

Key to Method of Assessment – A = Application; I = Interview and assessment; R = Reference; C = Certificate.

