



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

JOB PROFILE

POST TITLE:	Advanced Learning Support Assistant
JOB PURPOSE	To provide support and guidance to pupils by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and help pupils to achieve their full potential.
GRADE:	Band D
RESPONSIBLE TO:	SENCo

MAIN DUTIES AND RESPONSIBILITIES

Principal Accountabilities

- Provide a service that enhances teaching provision in order to support learning, participation and encourage social inclusion
- Develop and maintain effective and supportive mentoring relationships with pupils.
- Work within an extended range of networks and partnerships to provide support and learning opportunities and improve the quality of services to pupils
- Promote learning of SEND pupils and raise standards of service
- Enable the sharing of best practice and training across the relevant community of practice

Main duties

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with individual and groups of pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Assist pupils to make a successful transfer between educational establishments and transition at key stages in their learning, contributing to the comprehensive assessment of pupils when they join the academy
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence and contributing to the comprehensive assessment and review of pupils' progress and achievement over time
- Establish and developing effective one-to-one mentoring and other supportive relationships with pupils

- Contribute to the identification of barriers to learning for individual pupils and provide them with a range of strategies for overcoming the barriers
- Develop, agree and implement IEP's - time bound action plans with groups and individual pupils and those involved with them based on a comprehensive assessment of their strengths and needs
- Work within the behaviour policy and procedures to anticipate and manage behaviour constructively, promoting self-control and independence
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Assist in the identification of early signs of disengagement and contributing to specific interventions to encourage re-engagement
- Within an agreed system of supervision, plan targeted teaching and learning programmes to evaluate and adjust plans as appropriate
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Develop and maintain appropriate contact with the parents/carers of pupils and support the role of parents/carers in student's learning
- Facilitate access to specialist support services for pupils with barriers to learning
- Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for pupils
- Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance provision
- Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement
- Operate within agreed legal, ethical and professional boundaries when working with pupils and those involved with them

Opportunities for Development & Progression

Staff development is of central importance to CLLT. We actively seek opportunities to train and develop our staff – changing their lives through learning as much as we change those of our pupils. We are keen to employ people who are committed to their own professional development and driven to keep learning.

There are a range of training opportunities available to staff within the learning support team, ranging from training on delivering specific interventions to pupils (e.g. Reciprocal Reading); training focused on specific areas of student need (e.g. autism); and training to develop leaderships skills (e.g. Advanced LSA training).



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General

- Comply and assist with the development of policies and procedures relating to health, safety, data protection and confidentiality, reporting all concerns to an appropriate person.
- To adhere to the Trust/academy Health and Safety Policy including risk assessment and safety systems.
- Participate in training opportunities and professional development as required.
- Support the Trust's academies at events as and when required.
- Develop constructive relationships and communicate with other agencies/professionals.
- Contribute ideas on new and innovative business opportunities that could improve the effective functioning of the Trust.

Trust

All Multi Academy Trust staff are expected to:

- Undertake other such reasonable duties as may be required from time to time.
- Work towards and support the Sponsors' and CEO's vision and the objectives of Development Plans.
- Support and contribute to the MAT's responsibility for safeguarding pupils.
- Work within the MAT's Health and Safety policy to ensure a safe working environment for staff, pupils and visitors.
- Work within the MAT's Diversity Policy to promote equality of opportunity for all pupils and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with pupils, parents, colleagues, Members, Trustees and members of Local Governing Boards at all times.
- Actively engage in the MAT's performance management process and take responsibility for their own professional development.
- Adhere to MAT policies and procedures as set out in the staff handbook and other guidance documentation which is available to all staff via the trust networks.

This job description should be seen as enabling rather than restrictive and may be subject to regular review to reflect the changing priorities and objectives of the annual MAT Development Plan.

All staff of the MAT are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications, Training and Competencies		
GCSE or equivalent, A* - C, in English and Maths.	Y	
Relevant Level 3, or equivalent qualification.	Y	
Experience relevant to the post applied for.	Y	
Additional specialist qualification in education		Y
Training in relevant strategies e.g. literacy		Y
Completion of DfES Teacher Assistant Induction Programme		Y
Experience		
Experience of working as a Learning Support Assistant in a school setting	Y	
2 years' experience working with Pupils of relevant age in a school setting.	Y	
Experience working with pupils of relevant age.		Y
3 years' experience relevant to the role of learning support assistant in a secondary school		Y
Experience in working in another service to young people.		Y
Knowledge		
Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of pupils.	Y	
Up to date knowledge of the new 2015 SEND Code of Practice	Y	
Knowledge of national curriculum	Y	
Understanding of principles of child development and learning processes	Y	
Understanding of effective learning strategies for SEND pupils in the classroom	Y	
Skills and Abilities		
Experience of self-evaluating learning needs and actively seeking learning opportunities to improve own practice and knowledge	Y	
Use of computing to support learning	Y	
Effective use of iPads to support learning.		Y
Personal Skills		
Ability to relate well to pupils and adults.	Y	

Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	Y	
Ability to prioritise tasks and act on own initiative.	Y	
Ability to motivate and encouraging pupils to achieve their full potential.	Y	
Drive to make a difference.	Y	
Ability to influence colleagues		Y

Signed: _____ Date: _____

Print name: _____