



## **Job Description**

**Job Title:** Learning Support Assistant  
**Grade:** H3/H4  
**Reporting to:** SENDCO/Deputy SENDCO  
**Contract:** Fixed Term linked to funding

### **PURPOSE OF THE ROLE**

Through the application of specific knowledge and skills:

- To support teaching staff in raising standards of attainment for all students (e.g., SEND, EAL, all underachieving groups and those Visually Impaired)
- To assist with the planning, monitoring, assessment and management of classes
- To encourage students to become independent learners through the provision of support for their welfare, facilitating the inclusion of students in all aspects of school life.
- To work independently and collaboratively with teaching staff and to assist with the planning cycle and preparation of resources.

### **KEY RESPONSIBILITIES**

The Learning Support Assistant's (LSA) main role is to:

- provide 1:1 support for students with special educational, social, emotional and behaviour difficulties
- ensure that students can integrate as fully as possible in activities undertaken by other students in the class to enable them to make progress
- run specific programmes and activities to support students' individual learning and social needs
- be responsible for implementing targets on students' Individual Education Plans (IEP) in liaison with class teachers and the SENDCo.

Duties will include:

- Establishing and maintaining professional positive relationships with students, staff and parents, fostering links between home and school
- Developing knowledge of the particular needs of each student, supporting them with learning activities and facilitating independent learning that encourages them to take responsibility for their own learning
- Liaising with the SENDCO, teaching staff and external agencies to seek advice on supporting identified EHCP students as Key Workers
- Attending planning meetings with the SENDCo to develop learning programmes and assist in the delivery of individual learning programmes to promote learning, behaviour and communication skills
- Providing regular feedback to the SENDCo and, where necessary, relevant outside agencies about a student's difficulties and progress
- Preparation of lessons with teaching staff, participating in lesson planning and



- evaluation/adjustment of lesson plans
- Developing and preparing resources for learning activities in accordance with lesson plans and in response to student needs
- Delivering learning to individuals, small groups and whole classes as and when required within agreed systems of supervision
- Supporting the teaching of the National Literacy Strategy and National Numeracy Strategy and assisting students in accessing the full curriculum
- Contributing to maintaining student records
- Supporting students within the inclusion area in small groups and 1:1 settings
- Keeping detailed records of timetabled small group and 1:1 learning support sessions, using evaluations of these records to inform future planning
- Contributing to the effective and consistent management of student behaviour through the use of positive reinforcements, praise and rewards
- Understanding and applying school policies on learning and behaviour, and statutory guidelines relating to disability discrimination and special educational needs.
- Respecting and maintaining confidentiality and sensitivity to students' needs whilst having regard for the school's safeguarding protocols
- Keeping an up-to-date Learning Support Assistant file detailing support for students and strategies
- Keeping abreast of developments in working with children with special educational needs.
- Attending INSET training sessions and staff meetings
- Undertaking a weekly morning break and/or lunch duty, supervising students in and around the school premises
- To be available to assist with the annual school open day, school trips and any school emergencies.

***Whilst every effort has been made to document the accountabilities associated with this post, each individual task may not be identified. Although this job description is current, in consultation with the Headteacher, it may therefore be amended to reflect or anticipate changes to the post which are commensurate with the salary and job title.***



## **Person Specification**

### **The post-holder should have:**

- Experience of working with children with special educational needs in a school setting
- GCSE (or equivalent) qualifications in Maths and English (grade 4 or above)
- NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL)
- Knowledge and understanding of the different social, cultural and physical needs of students
- An interest in how children learn and behave
- Appropriate role modelling of behaviour both in the classroom and around school
- Empathy towards students who find learning and managing their behaviour difficult.
- Training in aspects of SEN, i.e., ADHD, Dyslexia, Autism

### **The post-holder should be able to:**

- Carry out tasks and responsibilities under the direction of the SENDCo, teaching staff and/or members of SLT
- Plan and prioritise tasks and work under pressure
- Be productive and show initiative
- Communicate effectively and appropriately with students of differing abilities and from different ethnic backgrounds
- Motivate students to learn
- Assist with the organisation of the learning environment
- Work effectively with other adults in the school and wider community
- Be a responsible and trustworthy role model
- Have patience with children who find conforming to rules and expectations difficult
- Demonstrate a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult, developing flexible and innovative responses as appropriate
- Be computer literate

### **Professional Requirements**

- To be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person
- To adhere to the school's Health and Safety policy including risk assessment and safety systems
- To adhere to the school's policy on equality and diversity
- To contribute to the overall ethos/aims of the school
- To deploy behaviour management strategies in line with the school's policy and procedures
- To appreciate and support the roles of other professionals
- To participate in training opportunities and professional development as required
- To be responsible for promoting and safeguarding the welfare of children and young people within the school