

Excellence in All



# Learning Support Assistant

## Job Description and Person Specification



City of Norwich School  
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### **What is a Learning Support Assistant?**

A Learning Support Assistant (LSA) works with pupils who need help and support in class at school.

At City of Norwich School (CNS) LSAs are part of the Additional Learning team. They work with teachers to ensure that young people with special educational needs or disabilities are given the best learning environment and opportunities to make the most of their education.

### **What does a Learning Support Assistant do?**

A Learning Support Assistant may also be called an Additional Support Needs (ASN) Assistant, Education Support Assistant, Support Worker or Special Educational Needs (SEN) Classroom Assistant. They can be based within a Primary or Secondary School, or within a Special Needs and Disabilities (SEND) School.

LSA responsibilities are varied and could involve working with young people who find learning difficult because they have a disability or a health issue, who need help with their behavioural and social development, have dyslexia, or who do not speak English as their first language. LSAs can work either one-on-one or with a small group.

Being a LSA requires you to be an empathetic and compassionate person who is passionate about providing a nurturing learning environment.



**Is a Learning Support Assistant job a good fit for you?**

The role of a Learning Support Assistant is rewarding and can make a real difference to a young person's education. You will need to be passionate about working with young people and helping them to have high expectations and aspirations.

Working school hours often suits those who want a career that fits well with raising a young family, or those who want to take a step down from a job that currently requires longer hours. For anyone who is thinking about becoming a teacher, becoming a Learning Support Assistant can provide hands-on experience within a school environment, and then help decide if teaching is the right career path to take.

**Where can a Learning Support Assistant job take you?**

There are many opportunities for career progression as an LSA, from completing an apprenticeship framework qualification such as a Level 3 Teaching Assistant or Level 5 Children, Young People and Families Manager, through to becoming a qualified teacher.

# Job Description

**Grade:** 2 (NJC points 3 – 5)

**RESPONSIBLE TO:** SEND Co-ordinator,  
Faculty Leader for Additional Learning

## **VISION AND PURPOSE:**

- To work under the direction/instruction of teaching/senior staff in supporting individuals within the classroom or with a small group of students with a specific need.
- To use effective communication and work in conjunction with teachers and other support staff in the overall care, welfare, guidance and learning of individuals.

## **KEY RESPONSIBILITIES:**

- Be aware of the barriers to learning faced by individual students with SEND.
- Support students to safely access learning activities that develop confidence, competence and independence.
- Supervise and support students ensuring their safety and access to learning.
- Promote whole academy policies and strategies and acceptance/inclusion of all students.
- Encourage students to interact with others and engage in activities led by the teacher, in order to achieve their targets.
- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health, safety and security, confidentiality and data protection, ensuring that all concerns are reported to the appropriate person.
- Support student progress and communicate to the teacher both the achievements and challenges faced by students.
- Support students who have additional access arrangements in order for them to access assessments and examinations.
- When required, accompany students and teaching staff on visits and out of academy activities.
- Develop own knowledge and understanding of the Curriculum areas supported and keep updated on changes and developments.
- Assist students in the use of specialist aids or support equipment such as hoists etc. with due regard to the health and safety requirements and in accordance with the training provided.
- Assist with programmes of special care such as personal care and physiotherapy under the direction of an appropriate specialist.
- May implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities to pupils' responses as appropriate.
- May assist with the development of individual development plans for pupils e.g., IEPs.
- May assist pupils with dressing, hygiene and eating whilst encouraging independence
- Supporting pupils emotional and social well-being, reporting any problems to the teacher

# Job Description



## GENERAL DUTIES:

- As directed and under the guidance of the teacher or SENDco, work with individuals and/or groups of students with SEND in the classroom or elsewhere in the Academy.
- Support students to understand instructions and undertake teaching and learning tasks under the direction of the teacher.
- Support student progress and communicate to the teacher both the achievements and challenges faced by students.
- Record student progress and difficulties as appropriate.
- Attend relevant meetings as required.
- Participate in the Academy's arrangements for performance management and professional development as required.
- Participate in CPD learning activities and performance development as required in line with the Academy's appraisal process.
- Act as a first aider (not essential).
- Undertake other similar duties and activities that fall within the grade and scope of the post, as directed by the Headteacher.



## GENERAL INFORMATION

All work performed/duties undertaken must be carried out in accordance with relevant policies and procedures.

Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

Post holders must at all times carry out their responsibilities with due regard to the Academy's policy, organisation and arrangements for Health and Safety at Work.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the time of appointment only and may be reviewed in negotiation with the employee in the future.*

## CONTEXT

All staff are part of a whole Academy team. Everyone is required to support the values and ethos of the Academy. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential that you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

# PERSON SPECIFICATION

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application. Candidates failing to demonstrate any of the essential criteria will automatically be excluded.

You should be able to demonstrate that you meet the following criteria, measured by:

**A: Application Form B: Interview C: References**

CRITERIA	Requirement	Assessment
<b>Qualifications:</b>		
5 GCSEs (A* to C) including English and Maths or equivalent NVQ Level 2	Essential	A
Evidence to support candidate meets academy specific LSA standards, or equivalent non-statutory TA code of practice <a href="https://www.skillsforschools.org.uk/media/1078/ta-standards-final-june2016-1.pdf">https://www.skillsforschools.org.uk/media/1078/ta-standards-final-june2016-1.pdf</a>	Essential	A
NVQ Level 2 or equivalent in a relevant subject or equivalent experience	Desirable	A
<b>Experience:</b>		
Experience of working with students	Desirable	A
Experience of working with staff at all levels	Desirable	A
<b>Skills:</b>		
Good numeracy, literacy and ICT skills	Essential	A C
Able to communicate effectively and relate well with staff and students	Essential	A B C
Able to work constructively as part of a team, understanding classroom roles and responsibilities, and one's own position within the team	Essential	A B C
Able to implement the Academy's Safeguarding, Equal Opportunities and Behaviour Management policies	Essential	B
Awareness of other relevant policies/codes of practice/ legislation	Essential	A B
Able to encourage students to learn and inspire a strong work ethic	Essential	B
Able to gain the respect of students and engender positive attitudes to learning	Essential	B
Has high expectations and aspirations for all students	Essential	B
Able to manage student behaviour and challenge under-performance	Essential	B
Understanding of child development and learning processes	Desirable	A B
Awareness of statutory frameworks relating to teaching <a href="https://www.gov.uk/government/collections/statutory-guidance-schools">https://www.gov.uk/government/collections/statutory-guidance-schools</a>	Desirable	A B
Able to work independently and without direct supervision	Desirable	A B C
<b>Personal Characteristics</b>		
Excellent interpersonal and organisational skills	Essential	B
Enthusiastic and flexible	Essential	B
Supportive, patient and non-judgmental	Essential	B
<b>Other Requirements</b>		
Undertake the Academy's Induction Programme	Essential	B
Participate in development and training opportunities	Essential	B
Be able to carry out all duties to a high standard	Essential	B

# *The Additional Learning department*



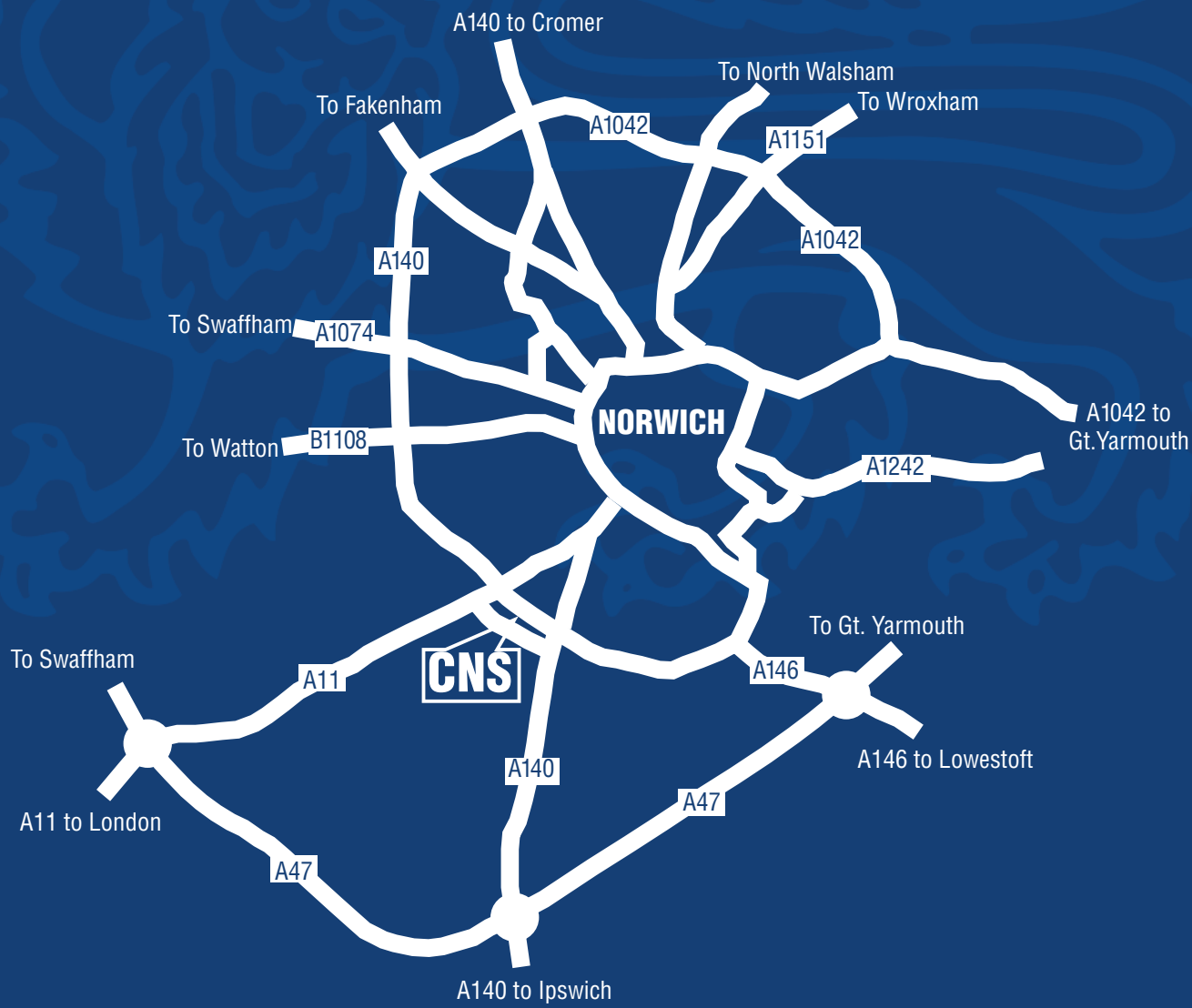
## **The Additional Learning department**

The Additional Learning team's vision for all students is that no special educational need or disability should prove a barrier to making progress in their learning, emotional and social development and independence.

The team work closely with young people and their families, as well as pastoral managers and house leaders, to understand their needs and support them to explore their best way of working.

To find out more about Special Educational Needs at CNS and how they support the learning needs of SEND students, visit [www.cns-school.org/AboutUs/Special-Educational-Needs-and-Disability](http://www.cns-school.org/AboutUs/Special-Educational-Needs-and-Disability).

The additional learning team is made up of Learning Support Assistants, the Learning Support Manager, and the Additional Learning Faculty Leader.



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