



- JOB TITLE:** **LEARNING SUPPORT ASSISTANT LEVEL 1**
- GRADE:** Scale D (Points 5-6)
- RESPONSIBLE TO:** SEN COORDINATOR
- RESPONSIBLE FOR:** The support of individual or groups of students to ensure that the care and learning programmes for the students are met.
- HOURS:** **22 hours per week.** Term time plus one week.
4 days must include Monday and Wednesday
9.00.a.m to 3.30 p.m. 1 hour unpaid break.

1. PURPOSE AND SCOPE

- 1.1 To support individuals or groups of students, including more specialised support for those with special education needs, to ensure that care and learning programmes for the students are met.
- 1.2 Under the instruction/guidance of teaching or other senior staff to enable access to learning for students and to assist the teaching staff in the management of pupils and the classroom. Work may be carried out in the classroom or in other teaching areas.

2. ORGANISATIONAL RELATIONSHIPS

- 2.1 Responsible to a Senior Teacher (SEN) or Heads of Department but works to and with a qualified teacher on a day to day basis.
- 2.2 With reference to the SENCO, to liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.

3. MAIN DUTIES AND RESPONSIBILITIES

Support for pupils

- 3.1 To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.
- 3.2 Under agreed school procedures, to accompany sick children home/to health centre/hospital as necessary or assist with programmes of special care under the direction of the appropriate specialist.
- 3.3 Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- 3.4 Set high expectations of conduct whilst acting as a role model.
- 3.5 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

- 3.6 Promote the inclusion and acceptance of all students within the classroom within the school's policies and procedures of equal opportunities.
- 3.7 To provide feedback to students in relation to progress and achievement under the guidance of the teacher or the SEN coordinator.

Support for teachers

- 3.8 Assist with the planning of learning activities.
- 3.9 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- 3.10 To encourage constructive relationships within the classroom by promoting good student behaviour and dealing promptly with conflict and incidents in line with the school policies.
- 3.11 To monitor student responses to learning activities and accurately record achievement/progress as directed and provide feedback to teachers on students' achievement, progress, problems etc.
- 3.12 Administer routine tests, marking of students work and provide clerical/admin support – e.g. photocopying, filing, administration of coursework.

Support for the curriculum

- 3.13 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
- 3.14 Understand and ensure appropriate organisation/use of the classroom, equipment and resources, including supporting the use of ICT in learning activities and developing students' competence in its use.

4 GENERAL DUTIES

- 4.1 Accompany groups of students/individual students on school trips ensuring their health and safety (to be at discretion of lead teacher).
- 4.2 Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to a named appropriate person.
- 4.3 Carry out their duties with the due regard to the school's policies on equal opportunities, health and safety and quality assurance.
- 4.4 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.5 Participate in training and other learning activities as required and to participate in appraisal and professional development.
- 4.6 Undertakes other similar duties and activities that fall within the grade and role any other duties as may be reasonably required by the Head teacher.

Special Conditions of Service:

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose

such information at the appointment interview.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing needs of the school

PERSON SPECIFICATION

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Experience	<ul style="list-style-type: none"> • Experience of working to support students in an educational setting • Evidence of working independently to agreed objectives • Evidence of working as part of a team to common objectives 	<p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
Qualifications and Training	<ul style="list-style-type: none"> • Good evidence of literacy and numeracy skills to NVQ2 and/or beyond • Commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. 	<p>Essential</p> <p>Essential Interview/DBS</p>
Knowledge and Skills Personal Qualities	<ul style="list-style-type: none"> • Good organisational skills and high service standards • Specific skills in manual handling, Physical Disabilities and Autism • Experience in supporting students with Maths and English • A desire to improve themselves in terms of skills, knowledge and experience • Patience, a sense of humour and an ability to accept and act on constructive feedback • An ability to work on their own initiative and also to be a good team player • Excellent pro-active communication skills • An eye for detail and a willingness to improve all aspects of the service we offer • A positive attitude to all aspects of the job including enthusiasm, a professional and common sense approach and a dedication to the interests of the school • A commitment to the Catholic ethos of the school • The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for the post. 	<p>Candidates need to be able to demonstrate these skills either via application form or interview</p>

