

# Job Description

**Post:** **SEND Learning Support Assistant (LSA)**

**Reports to:** **Headteacher**

## **Job purpose:**

SEN Learning Support Assistants (SEN LSAs) are an important valued member of the teaching team. As well as working directly with the children's teacher, the LSA is encouraged to use his/her own initiative and skills to enhance the quality of teaching and learning for the children.

## **Context of Role:**

- A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school
- A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching
- The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise.
- All Learning Support Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children.

## **Support for Learners**

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required

- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

### **Support for Class Teachers**

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

### **Support for the curriculum**

- follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs
- obtain accurate and up-to-date information on learners' current literacy and numeracy skills

- agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies
- promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved
- use appropriate strategies for introducing learners to key words to help them access the curriculum
- respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide relevant information to the class teacher about students' learning achievements on a daily basis
- provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating learners to learn

### **Support for the school**

- be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- contribute to the overall ethos/work/aims of the school
- be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- participate in training, staff meetings, other learning activities and performance development when required
- assist with the supervision of students out of lesson times, including before and after school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- establish positive/effective relationships with all stakeholders, including parents and governors
- accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement

- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- comply with Health and Safety regulations
- give clear, accurate and complete information to staff as needed for them to work effectively
- provide information to assist other professionals in their role in accordance with school policies and procedures
- show a high level of professionalism at all times in accordance with school policies and procedures
- be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents to the class teacher
- take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
- undertake play and lunch time supervision as directed by senior staff
- be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- show a commitment to work outside directed time when required.
- contribute to and provide evidence for the school Self-Evaluation Summary.
- contribute to activities which are required to support the School Development Plan.

### **Specific SEN Support:**

- To assist teachers planning and working with the child and working under the direction of teachers, Inclusion Manager and outside agencies (e.g. EIS, IDS).
- Discuss the child's progress and specific needs with relevant staff.
- To follow recommended teaching methods and techniques as indicated in the EHCP.
- To liaise with parents/carers about the child's learning and development.
- To support children in small groups or on a one to one basis in the classroom or through withdrawal

# Person Specification

	Essential	Desirable
Fulfil the requirements of an enhanced DBS disclosure	*	
Right to work in the UK	*	
<b>Knowledge/Qualifications and experience</b>		
Have very good Numeracy & literacy skills ( At least GCSE grade C or above, OR equivalent)	*	
Hold a recognised and relevant NVQ Level 2 qualification	*	
Hold a First Aid qualification		*
Have previous experience of working as a Learning Support Assistant in a school		*
Have previous experience working with children who have special educational needs		*
<b>Skills , abilities and personal attributes</b>		
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	*	
Commitment to promote and support the aims of REAch2	*	
Ability to utilise ICT to support learning	*	
Be calm, patient and have good listening skills	*	
Motivated to work with children with special educational needs and to inspire confidence in them	*	
Able to form and maintain appropriate relationships and personal boundaries with children	*	
Demonstrate emotional resilience in working with challenging behaviours	*	
Able to co-operate with other staff and have good communication skills, relating well to parents and other adults	*	

Have a sympathetic understanding of the emotional, social and intellectual needs of children with special educational needs	*	
Able to take direction and prepared to work independently and show initiative and ready to adapt when required	*	
Be reliable, trustworthy, discreet and able to maintain confidentiality	*	
Have a good sense of humour and good interpersonal skills	*	
Be committed to own professional development and undertaking training and short in-service courses when required	*	