**JOB DESCRIPTION**

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| **POST TITLE:** | **Learning Support Assistant** |
| **GRADE:** | **Grade E SCP 5 - 6 (30 hours per week, TTO + 5 days)** |
| **REPORTING RELATIONSHIP:** | **Inclusion Manager & SENDCo** |
| **JOB PURPOSE:** | 1.1 To have an understanding of learners with Special Educational Needs or Disability (SEND) and to use a variety of learning and support strategies.  1.2 To support of students to access a broad and balanced curriculum.  1.3 Be aware of the needs of students and use specialist knowledge to provide bespoke and timely intervention and support programmes for individual students.  1.4 Support the integration of students as fully as possible into the educational and social life of the school.  1.5 Support with the development of students sense of self, desire to learn and acceptance of challenge.  1.5 Liaise with staff and relevant stakeholders to ensure the well being of learners and their full participation in school life.  1.7 Support teaching staff in developing and differentiating appropriate learning materials for students with SEND.  1.8 To provide access for students with SEND to learn as effectively as possible, both in group situations and individually.  1.9 Be available to support and assist students in the Inclusion area during break and lunchtime, under the direction of the SENDCo/Inclusion Manager.  1.10 Be allocated to a Year Team/specific duty during Registration to support SEND learners. |

**MAIN DUTIES/RESPONSIBILITIES**

**2. Supporting Students**

2.1 Work with individuals or small groups with SEND, as directed by the SENDCo/Inclusion Manager to support them as effectively as possible.

2.2 To have an enhanced knowledge and understanding of students’ specific educational and social needs, in order to support progression and develop a positive working relationship.

2.3 To repeat, clarify, breakdown and further explain instructions or tasks given by the classroom teacher.

2.4 Ensuring the student is able to use and access any equipment or materials provided and assisting them to do so, if required.

2.5 Assisting in identified areas of challenge e.g reading, spelling, handwriting, behaviour etc.

2.6 Helping students to remain focused in lessons and to complete work that is set.

2.7 Encouraging students to interact and engage with others appropriately and supporting with this.

2.8 Providing feedback to students in relation to progress and achievement under the guidance of the teacher.

2.9 To deliver and monitor the implementation of targeted numeracy interventions at the direction of the SENDCo.

2.10 Promote the inclusion and acceptance of all students.

2.11 Provide support as directed by the SENDCo/Inclusion Manager to enable students to access internal and external exams and assessments.

2.12 To support on trips and visits during the school day, at the direction of the SENDCo/Inclusion Manager.

**3. Supporting the teacher**

3.1 Establish constructive relationships with students, parents and colleagues to facilitate effective relationships to support students with behaviour and progress.

3.2 Have an enhanced knowledge and understanding of students, including awareness of SEMH needs, additional needs and/or previous history which can impact on the students’ ability to participate fully in school life.

3.3 To remove barriers to learning by providing additional support within the classroom and through targeted intervention, when required.

3.4 Use strategies, in liaison with teaching staff to support students to make progress.

3.5 Assist with the planning and preparation of learning activities and resources for students with SEND.

3.6 Monitor the responses of learners with SEND to learning activities and keep records up to date.

3.7 Promote good student behaviour, dealing promptly with incidents, in line with school policy and encourage learners with SEND to reflect on and learn from their behaviour.

3.8 Administer routine tests and screening for SEND students.

3.9 Provide Exam Access arrangements and invigilate exams.

**4. Communication and record keeping**

4.1 Establish and maintain effective working relationships with relevant stakeholders for SEND students.

4.2 Communicate learning or behaviour concerns to the teacher/Inclusion Manager/SENDCo.

4.3 Provide feedback to relevant stakeholders when requested about students’ progress, behaviour and attendance.

4.4 Support with the production of reports for individual students when required (e.g EHCP Reviews)

4.5 Contribute to chronologies for students, when required.

4.6 Provide clerical/admin support related to learners with SEND.

**General Accountabilities**

**5. Organisation and Management**

5.1 To collate information as and when required about student progress, behaviour, attendance etc for use in meetings.

5.2 Participate in Inclusion Team Meetings with the SENDCo/Inclusion Manager.

5.3 Attend staff briefings, staff meetings and PD training sessions, at the direction of the SENDCo/Inclusion Manager.

5.4 Attend relevant CPD.

**These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Academy Trust may determine.**

**The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment**.

**Signed:**

**Date:**

**PERSON SPECIFICATION – Learning Support Assistant**

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| **Qualifications& Education** | E1  E2  E3 | • Good general level of qualification to GCSE level or equivalent.  • A\* to C or grade 4+ GCSE or equivalent in English and Maths.  • NVQ level 2 or above for Teaching Assistants or equivalent level 2 qualification or experience. | AF,C | D1  D2 | • First Aid qualification  • Willingness to be trained as a First Aider to deal with minor incidents. | AF,C  AF,C |
| **Experience & Knowledge** | E4  E5  E6  E7  E8 | • Of working with children or young adults with special educational needs or disabilities.  • Of working as part of a team.  • Of working with young people on a paid or voluntary basis.  • Of a range of strategies used to support learners with ASD or non-secondary ready.  • Safe working practice within a school setting. | AF,I, R  AF,I,R  AF,I,R  AF,I,R  AF,I,R | D3 | • Of delivering Catch-up Numeracy intervention in KS3 and/or KS4. | AF |
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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| Skills | E9  E10  E11  E12 | • Ability to build and develop positive working relationships with students and parents.  • Good oral and written communication skills.  • Competency in ICT.  • The ability to prioritise, plan and organise. | AF,I,R  AF,I,R | D4 | • The ability to interpret relevant data to support pupil progress. | AF,I,R |
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| **Personal**  **Attributes** | E13  E14  E15  E16  E17  E18 | • Energy, vigour and perseverance.  • Self confidence and initiative.  • Enthusiasm and commitment.  • Patience and sensitivity to children’s needs.  • Reliability, resilience and integrity.  • Personal impact and presence. | AF,I  AF,I,R | D5 | • Have a willingness to be part of a whole school/campus collaborative learning culture. |  |

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| **Special Requirements** | E19 | Suitable to work in a school with children/young people | AF,R,I |  |  |  |
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| Key – Stage identified |  |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure |

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references