



# Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

## JOB PROFILE

<b>POST TITLE:</b>	<b>Learning Support Assistant</b>
<b>JOB PURPOSE</b>	To provide support and guidance to students by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and help students to achieve their full potential.
<b>GRADE:</b>	Band C
<b>RESPONSIBLE TO:</b>	<b>SENCo</b>

## MAIN DUTIES AND RESPONSIBILITIES

### Working arrangements

37 hours per week, term-time only (40 weeks per year). Hours of work will be flexible and may include evenings / weekends on occasion. Role may include cover for absent LSA colleagues as required.

### Principal Accountabilities

1. Provide a service that enhances teaching provision in order to support learning, participation and encourage social inclusion
2. Develop and maintain effective and supportive mentoring relationships with students.
3. Work within an extended range of networks and partnerships to provide support and learning opportunities and improve the quality of services to students
4. Promote learning of SEND students and raise standards of service

### Main duties

1. Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
2. Establish productive working relationships with individual and groups of students, acting as a role model and setting high expectations
3. Promote the inclusion and acceptance of all students within the classroom
4. Assist students to make a successful transfer between educational establishments and transition at key stages in their learning, contributing to the comprehensive assessment of students when they join the academy
5. Promote independence and employ strategies to recognise and reward achievement of self-reliance
6. Provide feedback to students in relation to progress and achievement
7. Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence and

- contributing to the comprehensive assessment and review of students' progress and achievements over time
8. Establish and developing effective one-to-one mentoring and other supportive relationships with students
  9. Contribute to the identification of barriers to learning for individual students and provide them with a range of strategies for overcoming the barriers
  10. Develop, agree and implement IEP's - time bound action plans with groups and individual students and those involved with them based on a comprehensive assessment of their strengths and needs
  11. Work within the behaviour policy and procedures to anticipate and manage behaviour constructively, promoting self-control and independence
  12. Encourage students to interact and work co-operatively with others and engage all students in activities
  13. Assist in the identification of early signs of disengagement and contributing to specific interventions to encourage re-engagement
  14. Within an agreed system of supervision, plan targeted teaching and learning programmes to evaluate and adjust plans as appropriate
  15. Use ICT, including iPads, effectively to support learning activities and develop students' competence and independence in its use
  16. Develop and maintain appropriate contact with the parents/carers of students and support the role of parents/carers in student's learning
  17. Facilitate access to specialist support services for students with barriers to learning
  18. Negotiate, establish and maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for students
  19. Contribute to the identification and sharing of good practice between individuals and partner agencies to enhance provision
  20. Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement
  21. Operate within agreed legal, ethical and professional boundaries when working with students and those involved with them

### **Opportunities for Development & Progression**

Staff development is of central importance to WLMAT. We actively seek opportunities to train and develop our staff – changing their lives through learning as much as we change those of our students. We are keen to employ people who are committed to their own professional development and driven to keep learning.

There are a range of training opportunities available to staff within the learning support team, ranging from training on delivering specific interventions to students (e.g. Reciprocal Reading); training focused on specific areas of student need (e.g. autism); and training to develop leaderships skills (e.g. Senior LSA training).

Within the SEN department, the right candidate will have the opportunity to progress to the following promoted posts:

- Specialist LSA
- Senior LSA/HLTA
- Second in SEND



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## General

- Comply and assist with the development of policies and procedures relating to health, safety, data protection and confidentiality, reporting all concerns to an appropriate person.
- To adhere to the Trust/academy Health and Safety Policy including risk assessment and safety systems.
- Participate in training opportunities and professional development as required.
- Support the Trust's academies at events as and when required.
- Develop constructive relationships and communicate with other agencies/professionals.
- Contribute ideas on new and innovative business opportunities that could improve the effective functioning of the Trust.

## Trust

All Multi Academy Trust staff are expected to:

- Undertake other such reasonable duties as may be required from time to time.
- Work towards and support the Sponsors' and CEO's vision and the objectives of Development Plans.
- Support and contribute to the MAT's responsibility for safeguarding students.
- Work within the MAT's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the MAT's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with students, parents, colleagues, Members, Trustees and members of Local Governing Boards at all times.
- Actively engage in the MAT's performance management process and take responsibility for their own professional development.
- Adhere to MAT policies and procedures as set out in the staff handbook and other guidance documentation which is available to all staff via the trust networks.

This job description should be seen as enabling rather than restrictive and may be subject to regular review to reflect the changing priorities and objectives of the annual MAT Development Plan.

All staff of the MAT are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications, Training and Competencies</b>		
GCSE or equivalent, A* - C, in English and Maths.	Y	
Relevant Level 3, or equivalent qualification.	Y	
Experience relevant to the post applied for.	Y	
Additional specialist qualification in education		Y
Training in relevant strategies e.g. literacy		Y
Completion of DfES Teacher Assistant Induction Programme		Y
<b>Experience</b>		
Experience of working as a Learning Support Assistant in a school setting	Y	
2 years' experience working with Students of relevant age in a school setting.	Y	
Experience working with students of relevant age.		Y
3 years' experience relevant to the role of learning support assistant in a secondary school		Y
Experience in working in another service to young people.		Y
<b>Knowledge</b>		
Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of students.	Y	
Up to date knowledge of the new 2015 SEND Code of Practice	Y	
Knowledge of national curriculum	Y	
Understanding of principles of child development and learning processes	Y	
Understanding of effective learning strategies for SEND students in the classroom	Y	
<b>Skills and Abilities</b>		
Experience of self-evaluating learning needs and actively seeking learning opportunities to improve own practice and knowledge	Y	
Use of computing to support learning	Y	
Effective use of iPads to support learning.		Y
<b>Personal Skills</b>		
Ability to relate well to students and adults.	Y	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	Y	
Ability to prioritise tasks and act on own initiative.	Y	
Ability to motivate and encouraging students to achieve their full potential.	Y	
Drive to make a difference.	Y	
Ability to influence colleagues		Y

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print name: \_\_\_\_\_