

JOB DESCRIPTION

Job Number:	N0349 – Grade 15	
Directorate:	Children and Young People	
Service:	Schools - School Support	
Job Title:	Learning Support Assistant (Yellow)	
Reports To:	Class Teacher or Middle Leader	
Main Purpose of Job: <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>		
This Job Description is directed towards an LSA role.		
<ul style="list-style-type: none"> To assist the Executive Head teacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development. Typically there will be some requirement to work with pupils, either individually or in groups, who have some special educational needs, learning difficulty, disability, or who exhibit occasional behavioural problems. This may include pupils with a high learning ability ('gifted/talented'). 		
Main Responsibilities and Duties: <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>		% of Time
<p>Support the teaching and learning processes.</p> <p>Typically the job will include all, or most of the following elements:</p> <p>Under the guidance and direction of the teacher:</p> <ul style="list-style-type: none"> Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level. Learning support is delivered individually and in groups through a range of tasks, mainly: <ul style="list-style-type: none"> Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions. Focus support in areas needing improvement, both academic and social. Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning. 		

- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum
- Seek to ensure the promotion and reinforcement of pupils self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets.

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

- Assist in the development, monitoring and evaluation of programmes of work.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use IT systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils progress.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation for educational visits, and where appropriate accompany students.
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.

To provide care and supervision of pupils within the classroom, within the school and outside of the school.

Typically the job will include all, or most of the following elements:

- Supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Assist in the supervision of Standard Assessment Tasks and tests/assessments as directed.
- Escort pupils to school or parental transport, home or to hospital as necessary.
- Assist pupils eating, in a controlled environment.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some

direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.

- To assume sole supervision of whole classes for short periods in the absence of the teacher, but only when it is essential for the teacher to leave a class, such as in emergency-type situations. This would not be expected in the case of inexperienced LSAs.

Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
 - Undertake First Aid.
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs, complete 'P' scales and to write, update & circulate IEPs.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils engaged on work experience programmes.

As part of the annual training cycle, you will be required to attend Safeguarding training relating to your role, including:

- recognising signs of abuse
- school procedures for recording and reporting concerns
- safer working practices
- CSE
- FGM
- Prevent - radicalisation and Extremism
- Honour based Marriage/ violence

Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.

A normal school environment, although the post holder may be involved in external school activities, such as swimming and educational visits.

Most of the working day is spent standing, with periods of crouching/bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

Contacts and Relationships: Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with parents/carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

Additional Information: Anything else which is relevant to the job which is not adequately covered elsewhere.

Knowledge, Skills and Experience: (To be completed by the Line Manager) The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.

Experience of working with children in an educational setting.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Knowledge of legislation and regulations applicable to the support and care of pupils.

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date:

JOB DESCRIPTION

Job Number:	N0348 – Grade 14	
Directorate:	Children and Young People	
Service:	Schools - School Support	
Job Title:	Learning Support Assistant (Pink)	
Reports To:	Class Teacher or Middle Leader	
<p>Main Purpose of Job: <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i></p> <p>This Job Description is directed towards an LSA role, typically within a Special Needs environment.</p> <ul style="list-style-type: none"> To assist the Executive Head teacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development. <p>There is a Special Needs input to support pupils presenting low/moderate challenges. Pupils are readily engaged in activities. Support is both on a one to one basis and in groups, to pupils with some disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted / talented').</p>		
<p>Main Responsibilities and Duties: <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i></p>		<p>% of Time</p>
<p>Support the teaching and learning processes.</p> <p>Typically the job will include all, or most of the following elements:</p> <p>Under the guidance and direction of the teacher:</p> <ul style="list-style-type: none"> Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level. Learning support is delivered individually and in groups through a range of tasks, mainly: <ul style="list-style-type: none"> Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions. Focus support in areas needing improvement, both academic and social. Work with and support pupils to ensure they are able to use ICT and 		

other specialist equipment to enhance their learning.

- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum
- Seek to ensure the promotion and reinforcement of pupils self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets.

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

- Assist in the development, monitoring and evaluation of programmes of work.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils progress.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation for educational visits, and where appropriate accompany students.
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.

To provide care and supervision of pupils within the classroom, within the school and outside of the school.

Typically the job will include all, or most of the following elements:

- Supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Assist in the supervision of Standard Assessment Tasks and tests/assessments as directed.
- Escort pupils to school or parental transport, home or to hospital as necessary.
- Assist pupils eating, in a controlled environment.
- Develop an understanding of and provide for pupils' specific personal needs

to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.

- To assume sole supervision of whole classes for short periods in the absence of the teacher, but only when it is essential for the teacher to leave a class, such as in emergency-type situations. This would not be expected in the case of inexperienced LSAs.

Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
 - Undertake First Aid.
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs, complete 'P' scales and to write, update & circulate IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils engaged on work experience programmes.

As part of the annual training cycle, you will be required to attend Safeguarding training relating to your role, including:

- recognising signs of abuse
- school procedures for recording and reporting concerns
- safer working practices
- CSE
- FGM
- Prevent - radicalisation and Extremism
- Honour based Marriage/ violence

Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual

pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with some physical disability, some emotional difficulties, occasional exhibitions of challenging behaviour, including aggression.

Decision Making: *Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.*

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

On occasions there will be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational or personal needs.

Physical Effort and Working Conditions: *Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.*

A normal school environment, although the postholder may be involved in external school activities, such as swimming and educational visits.

Most of the working day is spent standing, with periods of crouching/bending to engage pupils in activities.

Occasionally physical effort is required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There may be occasional physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological needs and/or physical disabilities.

Contacts and Relationships: *Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.*

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents/carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

Additional Information: *Anything else which is relevant to the job which is not adequately covered elsewhere.*

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Experience of working with children in an educational setting.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific areas and awareness of extended and higher curriculum/subject needs.

Empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training, eg signing, to meet additional educational and communication needs.

A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Knowledge of legislation and regulations applicable to the support and care of pupils.

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date:

Avalon School
PERSON SPECIFICATION
Learning Support Assistant

Attributes	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none"> • Commitment to Continual Professional Development (CPD) 	<ul style="list-style-type: none"> • GCSE (C or above) or equivalent in English & Maths • Teaching Assistant Qualification
Experience	<ul style="list-style-type: none"> • Recent experience working in a school or care setting • Willingness to work with small groups and in 1:1 situations 	<ul style="list-style-type: none"> • Experience of working in a special school • Experience of working within the field of SEND
Knowledge/ Aptitude	<ul style="list-style-type: none"> • Ability to demonstrate patience, positivity and flexibility. • Ability to work on own initiative and under the direction of others. • Ability to work collaboratively and consistently with others. • Ability to work sensitively, understanding the need for confidentiality. • Ability to work with pupils who have a range of special educational needs. 	<ul style="list-style-type: none"> • An understanding of areas of SEND i.e. physical and sensory learners, Autistic Spectrum Condition. • Knowledge of positive strategies to work with children and young people who have SEMH needs (Social, Emotional, Mental Health)
Personal qualities and relationships	<ul style="list-style-type: none"> • Excellent communication skills. • Good organisation skills. • Commitment, enthusiasm and passion to children's development. • Self-motivated, reflective and confident with a positive attitude. • Commitment to safeguarding children and young people. • Ability to work as part of a highly skilled and successful team of staff. 	