

Icknield High School

Job Description



Job Title:	Learning Support Assistant
Responsible To:	SENCO
Salary:	Level 3
Hours:	30 hours per week (+ 5 INSET Days)
Latest Review Date:	September 2023

1. This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying each out.
2. Subject to the above, the description of your post is as follows:

The role of the Learning Support Assistant is a pivotal position within the Special Educational Need and Disability (SEND) department and school. The role involves general LSA duties responsibility.

Principal Responsibilities

A. Supporting Students and Teachers

1. Developing an understanding of students' educational needs.
Assisting the teacher through support of learning activities.
 - i) Supporting students
 - a) Understanding the range of students' educational needs and disabilities.
 - b) Assisting with moving and handling of students.
 - ii) Contributing to effective classroom practice with individuals or groups of students
 - a) Explaining, simplifying and reinforcing classroom teaching.
 - b) Encouraging and motivating students to enjoy good lesson participation.
 - c) Supporting the development of self-esteem and confidence.
 - d) Promoting the skills necessary for effective group working.
 - e) Under the guidance of the teacher demonstrate an ability to use differentiated resources to provide access to the curriculum.
 - f) Liaison with the class teacher to inform accurate assessment and monitoring of students' progress and achievement
 - g) Recognising and supporting student needs within the class
 - iii) Supporting teachers
 - a) Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Contribute to the intellectual and social development of pupils and work with individual children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed. Prepare, maintain and deploy appropriate learning aids, materials and equipment.
 - b) Contribute significantly to the planning of teaching and learning for the whole class and/or individual pupils. Contribute to the planning of lessons and work programmes, the devising of activities and target setting.
 - c) Attend curriculum planning meetings.

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- d) Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and individual Educational Plans where relevant) keeping detailed records of individual's progress.
 - e) Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
- iv) Under the direction of the SENCO/Headteacher develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils.
- v) Supporting the school
- a) Help students develop good relationships with peers and teachers.
 - b) Attend staff meetings and training days when required.
 - c) Invigilate and/or help with special arrangement for GCSE examinations.
 - d) Keep accurate records of support and progress of students.
 - e) Be available to liaise and plan with teachers, Statementing Officer, SENCO and School staff.
 - f) Be familiar with relevant school policies and procedures.
 - g) Maintain confidentiality at all times in respect of school related matters and to prevent disclosure of confidential and sensitive information.
 - h) Any other duties commensurate with the level of the post.

General Duties

With due regard to the above, to carry out such other appropriate duties as may be required. To play a part in the Health and Safety procedures of the school, including reporting concerns to SENCO and Designated Safeguarding Lead (DSL) in line with the appropriate School policies and guidance.

Notes

The Post holder must be prepared to carry out additional duties, which may reasonably be required by the Headteacher. The duties of this post may vary from time to time, as required by the changing needs of the School as directed by the Headteacher, without changing their general character or level of responsibility.

This job description is subject to review and amendment from time to time in line with changing School requirements. It is hoped that all Staff will play a full and active part in the general life and activity of the School.

Context

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020)**. A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in

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the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.



Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

CVs will not be accepted for any posts based in schools.

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Person Specification for the role of LSA (Level 3)



Please note that the information below, along with the relevant Job description, acts as the selection criteria and should be used as guidance when completing your application for the post.

Key: Essential = without evidence of which the candidate would be declined.

Desirable = useful for the role but not essential, may be used when making decision between two good candidates.

	Essential	Desirable	
Experience			
<ul style="list-style-type: none"> Previous experience of working with students with special educational needs. 		•	Reference Interview
Personal Qualities			
<ul style="list-style-type: none"> Able to work under pressure to meet tight and changing deadlines in a busy environment. 	•		Reference Interview
<ul style="list-style-type: none"> High degree of accuracy and attention to detail. 	•		Interview
<ul style="list-style-type: none"> Professional attitude. 	•		Interview
<ul style="list-style-type: none"> Desire and willingness to learn and undertake training as appropriate. 	•		Interview
<ul style="list-style-type: none"> Able to prioritise and complete tasks within deadlines. 	•		Interview
<ul style="list-style-type: none"> Thorough, organised and methodical approach to tasks. 	•		Interview
Skills			
<ul style="list-style-type: none"> Excellent Communication skills. 			Interview
<ul style="list-style-type: none"> Ability to match working style to audience. 		•	Interview
Technology/IT skills			
<ul style="list-style-type: none"> Working knowledge and ability to use/demonstrate IT packages i.e. Word-processing and Excel and PowerPoint. 		•	Interview
Qualifications, Education and Training			
<ul style="list-style-type: none"> Willingness to keep up to date with changes in working practices as they relate to this role. 	•		Application Interview
<ul style="list-style-type: none"> Specialist qualification i.e.: NVQ/Supporting Teaching & Learning for LSA's or equivalent. 		•	
Equal Opportunities			
<ul style="list-style-type: none"> Able to identify and act upon common forms of discrimination. 	•		Interview
Physical			
<ul style="list-style-type: none"> Applicants need to be able to carry out the duties of the post with reasonable adjustments where necessary/practicable. 	•		Medical questionnaire
Other relevant factors			
<ul style="list-style-type: none"> Applicants will undergo appropriate child protection screening including checks with past employers and the Disclosure and Barring Service. 	•		Reference DBS process

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

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The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.