

LEARNING SUPPORT ASSISTANT - SECONDARY

Job title: **Learning Support Assistant**

Scale: **Scale 2**

School: **Sanders Draper**

Responsible to: **SENDCo**

Liaises with: **Class teachers, HOFs and SENDCo**

Hours: **33.5 weekly, Monday to Thursday 8:40 - 4, Friday 8:40-3:20pm (with 30 minutes lunch)**

The following provides the overall strategy and remit of the post holder. It should be read in conjunction with the Appraisal documentation to provide the key impact and outcomes expected for the academic year ahead. It is not intended as an exhaustive 'job list', but rather identifies key role descriptors that the post holder is accountable for. The school expects staff to work flexibly and with initiative to improve student outcomes and welfare, and therefore a post holder may be required to carry out tasks as requested by the Headteacher.

Key role descriptors:

The Learning Support Assistant (LSA) is a member of a team of practitioners responsible for the education and care of the children in school. The LSA is expected to have gained a NVQ level 2 qualification or is working towards this qualification. The LSA to support students to make expected and above expected levels of progress. To do this the LSA will need to differentiate materials ensuring the students can experience success in their learning as well as being challenged.

The teacher and the LSA work as a team – being 'partners' in supporting the students' access to learning and the whole curriculum and their independence as learners

The LSA works under the direction and control of the Head Teacher and the SENCO. They may be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

The main duties and responsibilities for this role are:

1. Support for students:

- a) provide appropriate levels of individual attention, reassurance and help for student(s) needs as identified in Individual Education Plans.
- b) support the specific needs of specified students – physical, emotional and/or behavioural
- c) where directed, act as an escort on and off school premises under the direction and where appropriate, in the presence of the teacher for the purpose of visits or off site

educational provision

- d) support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- e) ensure that teachers are aware of the specific learning needs of identified students
- f) support students in working independently in the company of others by providing Hover Support
- g) to deliver as directed by the SENDCo, one-to-one student programmes for interventions such as Literacy and Numeracy, handwriting, speech and language
- h) provide information, advice and direction to students about their behaviour within the agreed framework of school policies on discipline and behaviour
- i) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- j) Any staff appointed after September 2013 will be expected to provide Intimate Care for students as part of their role and therefore not receive additional payment.
- k) Support the students with their use of the toilet

2. Support for the teacher(s):

- a) assist student(s) access to the curriculum by differentiating instructions and resources
- b) prepare materials of the quality and quantity specified by the teacher
- c) help student(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- d) support the maintenance of student records by providing information to the teacher/ SENDCo and recording, in accordance with school and Faculties policy, the work of student(s)
- e) provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school rewards system and behaviour policies
- f) where necessary, correct student behaviour, supporting the teacher in maintaining order and discipline both in the classroom and in the school environment
- g) Report uncharacteristic student behaviour patterns and Child Protection concerns about an individual student and incidents of inappropriate behaviour to the class teacher / named Child Protection Officer within the school.

3. Support for the school/Faculty:

- a) attend internal meetings, including meetings of the Faculty/Student Support Faculty, all of which are recognised as directed time in the school calendar
- b) act as a reader or amanuensis as necessary at school and national tests and examinations where directed by SENDCo / Exams officer
- c) assist in the administration of any appropriate assessments as directed by the SENDCo
- d) share information and expertise, which could benefit other team members in their work in conjunction with the SENDCo and/or Assistant Head in charge of CPD
- e) provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
- f) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents/external agencies, passing on any information given by parents to the appropriate staff member within the school
- g) promptly report any difficulties in communicating with parents and carers to the class teacher/ SENDCo

4. Support for the curriculum

- a) support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and students' development needs
- b) help students with the use of ICT and appropriate curriculum software
- c) obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and oracy and language development
- d) monitor students' responses to learning activities and promptly inform the teacher when a

student is experiencing difficulties that cannot be resolved

e) respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images

f) provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills

g) use appropriate strategies for challenging and motivating students to learn

h) To supervise targeted students for break or lunch time as needed as directed by the SENDCo

5. Arrangements for appraisal of performance:

a) Participate in the school's annual appraisal process and the regular reviewing of personal targets

ADDITIONAL REQUIREMENTS

1. Sanders Draper School has a strong commitment to achieving equality of opportunity to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training

2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfill the role

3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

4. This is a new job profile for a new post. It will be subject to review with the post holder after one year and may then be reviewed from time to time.

Signed:

Date:

Print name.....

Sanders Draper is committed to safeguarding and promoting the welfare of children and young people. All adults who work at the school must share this commitment to young people

Learning Support Assistants – Grade 1, Secondary

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact with children and young people	X		Interview
Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner	X		Application & interview
Ability to understand educational programmes and work to them with reference to a teacher	X		Application & interview
Ability to work with groups of children and keep them on task and motivated	X		Application & interview
Awareness of sensitive information and the need for confidentiality	X		Application & interview
Ability to deal with students' physical, emotional and <i>behavioural</i> needs as well as provide individual support as appropriate	X		Application & interview
Ability to work as a member of a team and follow the teacher's directions	X		Application & interview
Ability to demonstrate respect for children and young people and be able to listen to their views	X		Interview
Knowledge			
A basic understanding of child development	X		Application & interview
An awareness of Child Protection procedures	X		Interview
An understanding of the importance of adults as role models		X	Interview
Understanding of Health and Safety issues	X		Application & interview
Understanding of equalities issues		X	Application & interview
Qualifications and Experience			
Willingness and motivation to develop own skills and undertake training	X		Interview
Willingness to work towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification		X	Application
GCSE qualifications in the core subjects or relevant qualifications		X	Application
To have worked on a voluntary or paid basis with children		X	Application & interview

'To be the best I can be'



SUCCESS FOR ALL
EDUCATIONAL TRUST

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