



Post Title:	Learning Support Assistant
Purpose:	The Learning Support Assistant works alongside subject teachers and pastoral colleagues, working to ensure that the needs of students with learning difficulties are being met.
Reporting To:	SENDCo
General Responsibilities	<ul style="list-style-type: none"> • Work towards and support the school’s strategic vision and the objectives. • Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff. • Support and contribute to the school’s responsibility for safeguarding students. • Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
Specific Responsibility	<ul style="list-style-type: none"> • Being aware of the likely needs of students with known difficulties. • Anticipating the possible implications of such difficulties in a variety of learning situations. • Support the whole class, thus allowing the subject teacher more flexibility to work with individuals or groups. • Providing individual support as appropriate. • Assisting subject teachers to meet students’ needs. This may include <ul style="list-style-type: none"> ○ modifying work set to suit a particular individual, e.g. by simplifying language or adapting tasks; ○ working with students outside the classroom, where appropriate, either exceptionally, or on a more regular basis; ○ passing on information about the student gathered in other contexts; ○ helping an individual child or small group; ○ being aware of, and liaising with the subject teacher to achieve, individual targets as set in EHC Plans. • Keeping alert to the availability of appropriate resources and bringing these to the attention of subject staff. • Liaising with members of the pastoral team, and acting as an extension of the pastoral system by lending a “listening ear” • Taking advantage of opportunities for INSET to develop further professionally. • Working with small groups for extra literacy during morning registration. • Assisting with administration as directed by the SENCo. • Recording, monitoring and evaluating interventions. • Assisting with invigilation of internal and external exams where this does not conflict with in-class support. • Assisting with the administration of tests, e.g. spelling, reading, in liaison with the Directors of Curriculum.
Duties	<ul style="list-style-type: none"> • To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time.



This job description is intended as a guide only and not as an exhaustive list of duties. The post holder will be asked to carry out tasks that are not specifically detailed on this job description, but which are deemed appropriate for the post holder to fulfil, either by the Headteacher or another member of the Senior Leadership Team.

Signed (post holder)

Date:

Signed (Headteacher)

Date:

Person Specification

<u>Essential Criteria</u>	<u>Desired Criteria</u>
<u>Qualifications and Training</u> <ul style="list-style-type: none"> GCSE Maths and English (Grade A-C) or equivalent 	<ul style="list-style-type: none"> Evidence of recent continuing professional development, including Safeguarding training Relevant professional qualification(s)
<u>Knowledge and Experience</u> <ul style="list-style-type: none"> The ability to manage pupil behaviour and supervise the completion of work set for the teacher. Self-confidence in decision making, and ability to be assertive when required. Ability to work under the direction of a number of different people. Ability to communicate with all levels of people. Good communication skills. To gain the respect of students through a manner of confidence and authority. To organise own workload in the context of varied tasks 	
<u>Skills and attributes</u> <ul style="list-style-type: none"> A commitment to safeguarding and promoting the welfare of children and young people High levels of personal and professional integrity High levels of discretion, confidentiality and awareness of data protection Experience of working in a support capacity in a school or experience of working with young people in a learning environment. Ability to undertake varied duties. Knowledge of school structures and procedures. 	



Our Core Values:

In Summary	
Our core values We believe in:	Our vision
Opportunity	We are ambitious for every child in our trust schools and we are dedicated to success for all. The decisions we make as a trust and the way we work is built upon what is right for the young people in our care.
Community	Each school will be a distinctive community that builds confidence in young people. Pupils will grow as individuals, work together and develop an understanding of the world around them.
Excellence	Every child will thrive in a strong school. Expert teachers, supported by strong leaders, bring to life a curriculum that gives pupils the knowledge and skills to succeed.