

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
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>This Job Description is directed towards an LSA role, typically within a Pupil Referral Unit</p> <ul style="list-style-type: none"> This is a general support role based in one of our centres. To support students with their education in the fullest sense (attendance, welfare, learning in and out of class, on and off site) and the general operation of centres in a busy split site all through PRU based in Bridgewater for all Sedgemoor local authority schools. We are also linked to the Polden Bower federation and Avalon special schools. The LSA will: Work with class teachers to raise the education and attainment of pupils Promote pupils' independence, self-esteem and social inclusion give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement, be this academic, social, emotional, behavioural or with student's attendance. 	
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"> Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities Use effective behaviour management strategies consistently in line with the school's policy and procedures Support class teachers with maintaining good order and managing behaviour effectively to ensure a good and safe learning environment 	

- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Transport students between sites and or provisions in school transport or in new class.
- The LSA is expected to be able to work on any site and travel between sites.
- The LSA may be asked to support a student transitioning back into a school or with an intervention in school.
- The LSA may be asked to work with any age group.
- Support students accessing alternative provision and or interventions.
- Undertake any other relevant duties given by teaching staff or managers.

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:

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Communicate with the teacher and understand the learning objective of the lesson should you be supporting a student in or out of class.
- Help prepare the classroom for lessons or staff for activity as required

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:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Assist in the supervision of Standard Assessment Tasks and tests/assessments as directed..
- 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.

<ul style="list-style-type: none"> • Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy. • 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. 	
<p>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.</p>	
<p>There would be a requirement to support groups or individual pupils under the direction of the class teacher.</p>	
<p>SUPPORTING PROCESSES</p>	
<p>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?</p>	
<p>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.</p> <p>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.</p>	
<p>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.</p>	
<p>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.</p> <p>Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.</p> <p>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.</p>	
<p>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.</p>	
<p>Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy</p> <p>Look after children who are upset or have had accidents</p> <p>A normal school environment, although the postholder may be involved in external school activities, such as swimming and educational visits.</p> <p>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.</p>	
<p>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.</p>	
<p>Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with other staff members and pupils, and with parents and</p>	

carers under the direction of the class teacher as required.
 Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
 Keep staff and other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
 Understand their role in order to be able to work collaboratively with teaching staff and other colleagues, including specialist advisory teachers
 Collaborate and work with colleagues and other relevant professionals within and beyond the school
 Develop effective professional relationships with colleagues
 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.

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.
 Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
 Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
 Take part in the school's appraisal procedures.
 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

The LSA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
 Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as

directed by the headteacher or line manager.

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:



The Bridge School, Sedgemoor

CRITERIA	QUALITIES You may wish to classify these as "essential" or "desirable" depending on your expectations for the role
Qualifications and experience	<ul style="list-style-type: none">• Ideally a Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in childcare (or willingness to work towards a qualification if not already held GCSEs at grades 9 to 4 (A* to C) including English and maths• Experience of working with children• Full UK driving license
Skills and knowledge	<ul style="list-style-type: none">• Knowledge of guidance and requirements around safeguarding children• The ability to remain calm in stressful situations• Good literacy and numeracy skills• Good organisational skills• Ability to build effective working relationships with pupils and adults• Skills and expertise in understanding the needs of all pupils• Knowledge of how to help adapt and deliver support to meet individual needs• Excellent verbal communication skills• Active listening skills• Good ICT skills, particularly using ICT to support learning• Understanding of roles and responsibilities within the classroom and whole school context
Personal qualities	<ul style="list-style-type: none">• Enjoyment of working with children• A level of reliance and robustness to work with challenging and disaffected students.• A positive can-do attitude• Sensitivity and understanding, to help build good relationships with pupils• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• Commitment to maintaining confidentiality at all times• Commitment to safeguarding pupil's wellbeing and equality