

JOB DESCRIPTION

JOB TITLE: Learning Support Assistant (Grade JG3)

1. JOB PURPOSE:

To support and contribute to the inclusion of identified pupils with special educational needs and disabilities (SEND) in collaboration with the designated team.

2. RESPONSIBILITIES AND ACCOUNTABILITIES:

Note: The following is a comprehensive but not exhaustive listing of duties and responsibilities which could be undertaken by a Learning Support Assistant.

Where mention is made of the Headteacher, this could be some other specified line manager such as the Deputy Head, Integration and Inclusion Manager.

- (i) Deliver classroom support for pupils planned with and supervised by teachers (individual and small groups – e.g. SEND, AEN, Inclusion, WAVE 2 or 3 provision, Gender, G&T).
- (ii) Provide appropriate level of support needed by pupils to promote independent learning. Work with teachers and teams to differentiate materials and delivery using AFL & National Strategy support materials.
- (iii) Contribute to the planning, monitoring and assessment cycle for age range/s. Contributes to IEPs & other plans for individual pupils or groups of pupils.
- (iv) Involvement in home/school contact with parents and carers under the supervision of Team Leader.
- (v) Contribute to support and study groups timetabled outside lesson time.
- (vi) Attend to personal needs and physical management programmes of individual pupils, integrating these into their learning programmes.
- (vii) Carry out such other duties as are required and as are commensurate with the grade of the post.

Support for the school:

- (i) *Develop and maintain working relationships with other professionals*

Work effectively with teachers, support staff and other professionals, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school. Provide effective support for all other members of the school staff by sharing own knowledge and expertise in a professional and constructive manner

Take an active role in supporting and developing a culture of team working for the benefit of pupils', both individually and collectively.

Participate in staff, team and planning meetings.

Contribute towards short-term planning with other Learning Support Assistants, Teaching Assistants and Teaching staff, prepare differentiated resource materials in order to meet the needs of individual students.

Use own initiative to appropriately support students and colleagues in classroom context. Team leader/ Teachers to provide support and guidance on a formal and informal basis. Professional judgment to be applied in relation to student learning. School policies and referral procedures must be followed, particularly regarding child protection/safeguarding.

Provide support to improve levels of inclusion and achievement for students with SEND mainly through support for students directly and through some development activity with the team.

(ii) *Contribute to the management of pupil behaviour and security*

Contribute to the development and maintenance of school policies which encourage positive pupil behaviour and implement agreed behaviour management procedures in the classroom. Have an awareness of child protection issues and policies.

Be aware of and understand the School's Equality and Diversity Policy and the Council's Race Equality Scheme and ensure at all times that the duties of the post are carried out in accordance with the Policy.

Ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies.

(iii) *Review and develop own professional practice*

Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development. Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

3. SPECIAL NOTES OR CONDITIONS:

The post holder is subject to the provisions of all child protection and safeguarding legislation, and the Authority's policies governing staff who work with children and vulnerable adults

Contacts: Students and staff within the school, parents and carers.

4. QUALIFICATIONS AND EXPERIENCE:

(Note: the following list offers general guidance on appropriate qualifications but this should be amended in accordance with the needs of the specific post)

Area	Essential	Desirable
Education	<p>Candidate will have a qualification in Literacy and Numeracy equivalent to GCSE Grade A*-C or Level 2, on the national vocational framework.</p> <p>NVQ/VRQ Level 3 Teaching Assistant qualification.</p>	<p>Working towards NVQ/VRQ Level 3 Teaching Assistant qualification.</p>
Experience	<p>Some experience of working with children of Primary or Secondary age, ideally in a special school.</p>	<p>1 year of experience of working with children who have special needs in Primary or Secondary education..</p> <p>Wide experience of working with students of Primary or Secondary age within an appropriate context.</p>
IT skills	<p>Basic ICT skills.</p>	<p>Competent ICT skills e.g. ECDL – European Computer Driving Licence</p>
Other skills	<p>Excellent and effective communication skills.</p>	
Qualities	<p>Ability to work flexibly within a team and motivate students.</p> <p>Demonstrate a positive attitude.</p> <p>Reliability, motivation and resilience under pressure.</p> <p>Attendance at directed times.</p> <p>Individual responsibility for promoting and safeguarding the welfare of children</p> <p>A satisfactory DBS Disclosure Check and DBS Barred List Check.</p>	<p>Some knowledge of</p> <ul style="list-style-type: none"> • ECM • Child Protection/Safeguarding procedures • SEND code of practice <p>Occasional attendance at events beyond school hours, by agreement.</p>

5. SUPERVISORY RESPONSIBILITY:

The post holder does not have supervisory responsibilities for other staff.

6. SUPERVISION RECEIVED:

Work within a framework as directed by senior colleagues. Contributes towards planning and delivering within this framework. Ongoing dialogue with team leader and teachers, with timetabled meetings and performance review.

RECEIVED:

DATED:

Date last modified: February 2017