



Post Title	Learning Support Assistant (LSA)
Salary range/grade	Grade S2 - S3 £20,097 - £21,620
Responsible to	Middle Leaders
Type	Term Time Only - 40 weeks
Base	Pierview Academy - Gravesend
Job Purpose <p>To be a learning support assistant in an independent school, for up to 30 learners with special educational needs and challenging behaviour.</p> <p>To work as part of the team in supporting and guiding learners with learning difficulties/disabilities in both individual and small group learning sessions.</p> <p>The post holder may work with secondary or Post 16 learners to support and assist them in establishing good attendance, positive relationships, a routine, trust and respect for the environment and the people within it. The post holder will support teaching and learning with the school.</p>	
Key Tasks and Activities: <ol style="list-style-type: none"> 1. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their personal development. 2. To demonstrate and promote the positive values, attitudes and behaviour they expect from the learners with whom they work. 3. To work collaboratively with colleagues and seek help and advice when necessary. 4. At all times to be aware of and make every effort to uphold and work towards our ethos of - A-attendance, R-routine, R-respect, R-relationship, T-trust, T-teaching 5. To develop an understanding of the special educational needs of the learner/s concerned and how their needs impact upon their ability to learn. 6. To individualise learner's access to the lesson and its content through appropriate lesson preparation, clarification, explanations, equipment and materials. 7. To help reinforce learning and promote independent learning. 8. To assist learners with physical needs. 9. To help learners record work in an appropriate way. 10. To develop learners' study and organisational skills. 11. To help keep the learners on task and to build motivation. 12. To model good practice. 13. To help build the learners' confidence and enhance self-esteem. 	

14. To act in the capacity of a Key Worker for one or more learners in Good Morning Sessions.

Teaching and Learning Activities:

1. To support learning activities, which interest and motivate learners and progress them.
2. To communicate effectively and sensitively with learners to support their learning.
3. To promote and support the inclusion of all learners in the activities in which they are involved.
4. To use behaviour management strategies, in line with the schools' Behaviour Policy and procedures, which contribute to a purposeful learning environment.
5. To advance learners' learning in a range of settings, including working with individuals and small groups.
6. To recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
7. To assist and support the learning activities, enhance the physical teaching space and prepare where possible/promote the use of resources.

Planning and Expectations

Within the guidelines set by the Senior Leadership Team, teachers and tutors;

1. To prepare learners beforehand for a task.
2. To work on differentiated activities with identified individuals or groups.
3. To support the teacher in implementing specific teaching programmes.
4. To supervise practical tasks.
5. To be involved in keeping records to help evaluate learner progress including IEPs, PHP's, Risk Assessments, Well-being measures, tracking of progress, assessments etc.

Monitoring and Assessment

1. To support learners' progress through providing feedback on portfolios.
2. To support in the monitoring of learners' responses to learning tasks and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to SLT, the Behaviour Specialist, Teachers/Tutors, and giving constructive support to learners as they learn.
4. To contribute to maintaining and analysing records of learners' progress.

Knowledge and Understanding

1. To be assisted in developing an understanding of the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
2. To know how to use ICT to advanced learner's learning and can use common ICT tools for their own and learners' benefit.
3. To know the key factors that can affect the way learners learn.

4. To have achieved or be working towards a qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework.
5. To be fully aware of the statutory frameworks relevant to their role.
6. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
7. Via support from the Behaviour Specialist, can deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
8. To work as part of the team liaising, advising and consulting where appropriate.
9. To support and adhere to school policies and procedures, including those relating to confidentiality, behaviour and safeguarding.
10. To identify personal training needs and to attend appropriate internal and external in-service training.
11. Any other tasks as directed by the Senior Leadership team or specialists which fall within the purview of the post.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating learners with respect and, in turn, promoting the schools ARRRTT philosophy.
2. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
3. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in learners' learning.
4. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Key Performance Indicators

1. Learner and parent/carer level satisfaction.
2. Progress of your key learner(s) and learner(s) you work with towards achieving their personalised goals/targets.
3. Willingness to learn and develop an understanding of the curriculum, learners needs, policies and teaching practice.
4. Supporting the creation of a learning environment where there are no missed learning opportunities.

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for learners and staff and to meet fully the school's dress code.
3. Follow and where appropriate enact all relevant college policies, procedures and guidelines and those agreed by the Partnership.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school's policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

Pierview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and

communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Education to A' level or its equivalent and beyond (D)

Experience

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN). (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Willingness to complete 'outreach' work if/when needed (E)

Experience of completing 'outreach' work if/when needed (D)

Knowledge, Skills and Abilities

- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)

- Ability to plan and tutor effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their learners and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the learners, the school and themselves (E)
- An empathetic nature (E)

- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly regarding time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)