

JOB DESCRIPTION

Post:	Learning Support Assistant
Reporting To:	Learning Support Assistant Leader
Post Level & Grade:	Kent Scheme KSB, 27.25 hours per week / 39 weeks per year, term time only
	08:30am - 16:15pm Monday/Tuesday/Thursday
	08:30am - 15:15pm Friday

Role purpose

To support a variety of class teachers in ensuring access to the curriculum for a range of pupils with a particular focus on the full range of additional or special educational needs. The post-holder will work under the guidance of the Assistant Headteacher for DSEN and Inclusion and LSA Leader to support the inclusive policy of the school in providing support for students who have specific needs requiring adjustment to allow full engagement with their education.

The post-holder must be able to inform, persuade and negotiate with students and provide feedback to other professionals and parents as required. The post-holder must work within the relevant policies, codes of practice and legislation, reporting and concerns to the relevant person.

Main Duties:

Supporting students with DSEN needs

- To support DSEN students with their learning in class, liaising closely with the teacher and inclusion team to ensure support is as effective as possible
- Where requested to undertake small group (intervention) support outside the classroom with focus on a clear need
- To actively evaluate the impact of support and adjust plans as appropriate, in liaison with class teachers and inclusion leaders
- To create resources as required to aid the delivery of in-class and intervention support sessions
- Provide appropriate verbal or written feedback to students on progress towards their targets
- To ensure all appropriate actions, activities and evaluations are recorded as appropriate (Provision Map)
- To keep up to date with current best practice in supporting DSEN students through own professional development
- Support with out of school hours activities (within contracted hours) such as homework club.

Acting as a keyworker and ensuring effective communication

- To act as a keyworker for a set number of students within the inclusion team
- To ensure all actions, evaluations and progress are kept up to date in Provision Map for keyworker
- students
- To actively contribute to student reviews and multi-disciplinary discussions through the year
- To ensure excellent communication with parents for keyworker students, including reviews and regular updates of progress with plans
- Support with the process of student target setting and evaluation.

Other duties

- To positively contribute to the wider development of students, including taking part in trips, clubs and visits
- To actively seek a specialism within the DSEN arena and develop with the support of inclusion leaders (i.e. Dyslexia or ASD)
- To undertake any other duties that the Headteacher may reasonably request.

Note:

1. The above responsibilities are subject to the standards, general duties and responsibilities contained in the statement of Conditions of Employment, having due regard to the requirements of the curriculum, the school's aims, objectives and schemes of work and any policies of the Governing Body.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

Person specification

Qualifications	<ul style="list-style-type: none"> • GCSE in English and Maths at a minimum of a Grade C – or equivalent
Experience	<ul style="list-style-type: none"> • Working effectively with young people in education or another related area • Working with the public and dealing with confidential issues • Working in an educational environment or setting
Skills and abilities	<ul style="list-style-type: none"> • Ability to motivate young people by establishing empathetic and supportive relationships • Ability to demonstrate a positive and enthusiastic approach • Ability to organise and prioritise workload to achieve deadlines • Good communication and interpersonal skills • Being friendly and welcoming at all times to students, staff, parents and visitors • Ability to effectively use ICT and other specialist equipment/resources • Ability to work under pressure and work efficiently to meet deadlines • Ability to work effectively in a team but also take initiative and work independently where required • Ability to work confidentially • Display commitment to the protection and safeguarding of students
Knowledge	<ul style="list-style-type: none"> • Knowledge of the principles involved in giving advice and guidance to young people • Knowledge of a range of applications and software commonly used in schools including Arbor • Understanding of Child Protection procedures • Awareness of Data Protection and confidentiality issues
Behaviours	<p>Behaviours which are compatible with our school vision, including:</p> <ul style="list-style-type: none"> • We achieve the best outcomes when all staff work together in a supportive collaborative environment • High expectations in all aspects of our work • Staff and students can 'enjoy the journey' <p>In addition, we expect the following:</p> <ul style="list-style-type: none"> • A 'can do' attitude where all possible avenues are explored to achieve the best outcomes for students • Flexibility to work as required to achieve the best outcomes for students • Integrity and professional pride to do the job properly • Rigorous, consistent and logical approach to ensuring all procedures and policies are followed • Good sense of humour and ability to relate to colleagues, parents and student

Organisation



Signed (Postholder): _____

Dated: _____

Print name: _____

Headteacher: _____

Dated: _____