

## **Job Description**

<b>POST TITLE:</b>	Learning Support Assistant
<b>STATUS:</b>	Permanent, Term Time, 37 hours, 8:30am – 4:30pm (4pm on Fridays)
<b>SALARY:</b>	Kent Range 5

### **Purpose of the post:**

To work under the instruction/guidance of the Director of Inclusion, SENCO and other teaching/senior staff, within an agreed system of supervision and complement the professional work of teachers by taking responsibility for agreed learning activities. To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning. To work with a wide range of students with varying SEND needs, including working with our Autistic Spectrum Disorder students.

This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. This will include planning and facilitating lunchtime/afterschool homework clubs and bespoke intervention which will ensure we endeavour to raise student progress and attainment.

## **DUTIES AND RESPONSIBILITIES**

### **Direct Responsibilities:**

#### **1. Support for Pupils:**

- Work directly with a wide variety of students with complex SEND needs.
- Monitor key students, especially those with varying forms of autism, providing sufficient support and intervention, whilst acting as their key worker and their primary link between school and home.
- To undertake sufficient training to ensure the all student needs are met, including personal care and manual handling where applicable.
- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of learning passports or equivalent.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

**2. Support for the Teacher:**

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher and SENCO on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress where appropriate.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents as directed.
- Liaise with SENCO, Assistant SENCO, Heads of Department, subject teachers and Inclusion staff.
- Administer and assess routine tests.
- Provide general clerical/administrative support e.g. produce worksheets for agreed activities.

**3. Support for the Curriculum:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

**4. Support for the School:**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENCO, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Be willing to undertake first aid training and once qualified to administer on a rota basis first aid to staff and pupils
- Be willing to act as a fire marshal

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with school policies.

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date .....

Learning Support Assistant

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau.

CVs will not be accepted for any posts based in schools.

**Person Specification**

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	<p>Previous experience of working within a secondary school special needs.</p> <p>Previous experience working with students with autism.</p> <p>Experience of providing educational support to pupils within a mainstream class, in a small group and on an individual basis.</p> <p>Experience of developing and sharing strategies to meet a specific area of additional need.</p> <p>Experience of planning, developing and reviewing support to meet the needs of individual students.</p> <p>Experience of monitoring, recording and reviewing student progress.</p> <p>Experience of liaising with external agencies.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>Qualification in working with students with Autistic Spectrum Disorder/Social and Communication Difficulty.</p>	<p>1,2,4</p>
<b>Skills/ Abilities</b>	<p>Able to contribute constructively to and work effectively as a member of a team.</p> <p>Able to use own initiative in working with parents/carers and the child's community within an agreed framework of policies and procedures.</p> <p>Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.</p> <p>Able to keep accurate records and use these to inform judgements.</p> <p>Able to support learning in numeracy at relevant Key Stage.</p> <p>Able to support learning in literacy at relevant Key Stage.</p> <p>Information technology skills in word processing, the use of databases and spreadsheets to support record keeping.</p> <p>Very good numeracy/literacy skills.</p> <p>Ability to plan effective actions for pupils at risk of underachieving.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Good communication skills orally and in writing.</p> <p>Excellent organisational skills and ability to meet deadlines.</p> <p>Ability to use non-confrontational strategies with young people.</p> <p>Committed to continually improving performance of self and team.</p> <p>Ability to produce and adapt learning materials using ICT.</p> <p>Good presentation skills.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p> <p>1,2,5</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p>	<p>Demonstrate IT skills and ability to use them as part of the learning process or the ability to develop IT skills in a reasonable timeframe.</p> <p>Desire to undertake further professional development relating to inclusion.</p>	<p>1</p>

	Able to work creatively, flexibly, with enthusiasm and with initiative. Resilience and determination when faced with difficult tasks. Commitment to the protection and safeguarding of children and young people.	1,2 1,2 1,2		
<b>Equality Issues</b>	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2 1,2		
<b>Specialist Knowledge</b>	Demonstrable knowledge of how pupils learn including some knowledge of how curriculum may need to be differentiated to meet needs of students with ASD/SCD. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management. Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Working knowledge of the national curriculum and other relevant learning programmes. Awareness of pupils' diverse needs, backgrounds and aptitudes.	1,2 1,2,5 1,2,5 1,2 1,2 1,2	Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning.	1,2
<b>Education and Training</b>	Able to commit to relevant job training. Willingness to undertake manual handling training and to gain experience of supporting with students personal care. Willingness to undertake First Aid training and to apply this in the school. GCSE or equivalent English & Maths	1,2 1,2,4 1,2,4 1,2		
<b>Other Requirements</b>				

(1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that TWGSB policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).