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### LEARNING SUPPORT ASSISTANT

### JOB DESCRIPTION

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| **Job title** |  Learning Support Assistant |
| **School:** | Warblington School |
| **Line manager:** | SENDCo |
| **Supervisory responsibility:** | The postholder may be responsible for the supervision of the work of classroom assistants relevant to their responsibilities |

# ROLE REQUIREMENTS

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|  **Accountabilities** | **Accountability Statements** | **% of****Time** |
| **Support for students** | * Working with individual or groups of students, assist in ensuring students are kept on task and complete activities set by teachers.
* Deal with behavioural and special needs issues in conjunction with the teacher

the teacher | 50 |
| **Support for teachers** | * Help implement lesson plans
* Provide feedback to students in conjunction with the Learning Support Team
 | 15 |
| **Support for Curriculum** | * Assist the teacher with testing and assessment
* Review progress of students against learning programmes
 | 15 |
| **Support for the School** | * Implement curriculum policies
* Detect signs of behavioural issues
* Work with outside agencies
* Break supervision
* First Aid ( willing to obtain certificate )
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| **Corporate and Statutory Initiatives - equalities /****health and safety /****e-government // sustainability** | * Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
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| The key decision making areas in the role |
| * Implement lesson plans, deal with student behaviour and make judgements about student progress / student needs normally in conjunction with the teacher
* Undertake tasks broadly determined by the teacher
* The Learning Support Assistant would not normally carry out specific specialist responsibility
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| The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff) |
| * Role dimensions vary according to the experience of the Learning Support Assistant
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| **The main contacts – external/internal customer contacts and purpose** |
| * Internal (in school) – students, other colleagues, teachers, Deputy Headteacher, Special Needs Governor, other members of governing body
* External (outside school) – (usually under the direction of the SENDCo) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police
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| Working conditions – environment, and physical effort or strain. |
| * School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
* External working on trips, educational visits etc
* Trained to undertake very personal / intimate medical work for children with special needs
* Manual handling responsibilities
* Expected to maintain behaviour management standards of students, some of whom can be especially challenging and difficult, and deal with racial / abusive language and bullying
* Health & Safety responsibility for self, students and area which is particularly demanding in a child-centred environment
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| Context/additional information  |
| * There is a high confidentiality component with the need to hold the trust and confidence of both the students and teachers. It acquires information on child protection / family sensitive issues which must be treated carefully and appropriately.
* High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The post holder’s working hours require constant student contact and there is no provision for attendance when students are not there.
* The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problems.

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 **PROGRESSION IN ROLE**

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| **Entry: Necessary role-related knowledge, skills and experience at selection** |
| * Empathy with students and sympathetic to their needs
* Basic literacy and numeracy skills
* Good communication skills and able to clarify and explain instructions clearly
* Professionally discrete and able to respect confidentiality on particular issues
* Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
* Team Worker
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| **Initial induction / training required to become effective in the role** |
| **Estimated time to become operationally effective 6 – 8 months Induction 3 – 6 months** |
| * attendance at LEA induction course for Learning Support Assistants
* “shadowing” experienced Learning Support Assistants in school
* knowledge of school and school systems / policies
* understanding of curriculum, particularly literacy and numeracy requirements
* approach towards student discipline and behaviour
* relationship between and respective responsibilities of teacher and Learning Support Assistant
* professional relationships between staff and students
* support from ‘mentor’ LSA
* manual handling skills
* developing health and safety knowledge
* independent working, supported by teacher, with groups or individual students
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| **Section K – Operationally effective: How would effectiveness in role be demonstrated?** |
| * Firm, sensitive and effective approach towards student discipline
* Good organisational ability
* Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
* Able to monitor and record student progress
* Competent in working with group of students with some supervision from the teacher
* Ability to apply knowledge and skills from training in practical classroom context
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| **Section L - Adding value: What characteristics will the advanced role holder demonstrate?** |
| * Flexible in relation to tasks undertaken and groups / students allocated
* Ability to motivate and encourage students appropriately
* Ability to work independently and with initiative
* Ability to establish and maintain good relationships and rapport with other colleaguesin the school and external contacts (eg parents, education psychologist, speech therapist)
* Progression of specialist qualification / skills to deal with needs of particularly challenging students.
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