

JOB DESCRIPTION

Job Number:	N0348 – Grade 14
Directorate:	Children and Young People
Service:	Schools - School Support
Job Title:	SEND- Learning Support Assistant
Reports To:	Head of School and SENCO.
Main Purpose of Job:	
This Job Description is directed towards an LSA role, typically within a mainstream school, Special Needs environment. To assist the Head teacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development. There is a Special Needs input to support pupils presenting low/moderate challenges. Pupils are readily engaged in activities. Support is both on a one to one basis and in groups, to pupils with some learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted / talented').	
Main Responsibilities and Duties:	
Support the teaching and learning processes. <i>Typically the job will include all, or most of the following elements:</i> Under the guidance and direction of the teacher: - Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level. - Learning support is delivered individually and in groups through a range of tasks, mainly: - Supporting and directing English and Maths tasks, clarifying and explaining instructions. - Focus support in areas needing improvement, both academic social and social. - Work with and support pupils to ensure they are able to use ICT and	

other specialist equipment to enhance their learning. ○ Motivate and encourage pupils to concentrate on and fulfil the tasks set. ○ Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum ○ Seek to ensure the promotion and reinforcement of pupils self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners. ○ Contribute to the assessment of pupils' learning, in particular with regard to English, Maths , Science and Computing skills. ○ Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets (APDR's). Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment. <i>Typically, the job will include all, or most of the following elements:</i> • Assist in the development, monitoring and evaluation of programmes of work. • Contribute to and assist in the development and monitoring of systems for review and recording of pupils progress. • Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work. • Assist on educational visits, accompanying pupils. • Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement. To provide care and supervision of pupils within the classroom, within the school and outside of the school. <i>Typically, the job will include all, or most of the following elements:</i> • Supervise pupils in playgrounds and when entering and leaving the school • Assist in the supervision of Standard Assessment Tasks and tests/assessments as directed. • Assist pupils during lunchtime playtime. • To assume sole supervision of whole classes for short periods in the absence of the teacher, but only when it is essential for the teacher to leave a class, such as in emergency-type situations. This would not be expected in the case of inexperienced LSAs. <i>Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:</i> • Where a current First Aid qualification is held, in the absence of other medical facilities:	
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○ Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy. ○ Undertake First Aid. • Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs (APDR's). • To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.	
SUPPORTING PROCESSES	
Problem Solving and Creativity:	
On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers. There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed. Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with some emotional difficulties and occasional exhibitions of challenging behaviour.	
Decision Making:	
Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented. Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher. On occasions there will be a need to make immediate decisions, without initial referral to teachers, in relation to control and safety of pupils with special educational or personal needs.	
Physical Effort and Working Conditions:	
A normal school environment, although the postholder may be involved in external school activities, such as swimming and educational visits. The working day is spent with periods of crouching/bending to engage pupils in activities and standing undertaking activities outside. There may be occasional physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological needs and/or physical disabilities.	
Contacts and Relationships:	

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents/carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

Additional Information:

Knowledge, Skills and Experience:

Experience of working with children in an educational setting.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific areas and awareness of extended and higher curriculum/subject needs.

Empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training, eg signing, to meet additional educational and communication needs.

A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Knowledge of legislation and regulations applicable to the support and care of pupils.

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date: