

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

JOB DESCRIPTION:

Job title:	Learning Support Assistant
Reporting to:	SENCo Phase Group Leader Headteacher
Grade:	Scale 4: (Inner London) £27,885 pro rata
Position	Full Time, Permanent – 30 hours
Start Date	November 2024
Purpose of Post	<p>Main purpose</p> <p>To provide learning and care support for pupils with special educational needs (SEN) to help work towards the outcomes on their education and health care plan (EHCP). This will involve working with the teacher to plan and deliver activities and supporting the pupil with routines, transitions and behaviour management.</p> <p>All LSAs will:</p> <ul style="list-style-type: none"> ➤ Implement and follow all whole school policies ➤ Participate in whole school CPD sessions and training, in order to keep up to date with current school and wider developments ➤ Take part in peer observations and support/train colleagues if necessary ➤ Receive additional support and training that is more specific to their roles such as, SALT, ASD, RML and ELSA ➤ Take instruction and direction from the SENCo, Phase Group Leader or class teacher in line with the needs of the school/class ➤ Prepare resources for the class teacher, displays and their own intervention groups ➤ Attend a half-termly LSA briefing session ➤ Contribute to information gathering on pupils' progress ➤ Promote positive behaviour in line with the school policy ➤ Supervise pupils at break times ➤ Participate in school trips ➤ Cover classes in an emergency (wherever possible this will be in pairs) ➤ Be role models in line with our school Code of Conduct. <p>LSAs should:</p>

- Encourage pupils to comfortable taking risks with their learning using a Growth mind set approach.

Duties and responsibilities

Supporting the pupil

- Build a positive relationship with the pupil, promoting high self-esteem, independence and social inclusion
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education, group education, support and care plans
- Support the pupil with their social, emotional and mental health needs, escalating concerns where appropriate
- contribute to learning activities and teaching programmes for pupils with special educational needs;
- attend relevant training;

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement
- Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Use ICT skills to advance the pupil's learning
- Through observations, provide regular feedback to teachers on the pupil's progress, attainment and barriers to learning
- Monitor, record and report on progress and attainment
- Read and understand lesson plans shared prior to lessons,

- Contribute to teachers' planning with ideas for adapting activities according to pupils' needs;
- Follow programmes linked to local and national learning strategies, such as early years, phonics, maths;
- Prepare, maintain and use equipment and resources and assist pupils in their use;
- Advise staff on appropriate deployment and use of specialist aids and resources
- Use special equipment and facilities, such as audio-visual materials and ICT to stimulate interest in learning;
- Use specialist skills (e.g. sign language), where appropriate;
- assess children who have long or short-term learning difficulties and work with colleagues to identify individual pupils' special needs;
- Organise learning outside the classroom in activities such as community visits, school outings or sporting events;
- Assist in pupils' personal care or support for medical needs, in line with school policies and individual pupil Health Care Plans;

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of the pupil with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with other staff members, pupils, and parents and carers
- Keep other professionals accurately informed about performance, progress and any areas of concern
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Develop and adapt conventional teaching methods to meet the individual needs of pupils;
- Collaborate with other teaching and learning staff to define appropriate activities for the pupils in relation to the curriculum;
- Work with the head teacher and governing body to ensure that the requirements of the Equality Act (2010) are met in terms of reasonable adjustments and access arrangements;

	<ul style="list-style-type: none"> ➤ Liaise with other professionals, such as speech and language therapists, physiotherapists, social workers and educational psychologists; ➤ Work closely with parents and guardians; <p>Professional development</p> <ul style="list-style-type: none"> ➤ Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness ➤ Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school ➤ Take part in the school's appraisal procedures ➤ Take part in the school's continuous professional development ➤ contribute to learning activities and teaching programmes for pupils with special educational needs; ➤ attend relevant training; including in-service training; <p>Other areas of responsibility</p> <p>Safeguarding</p> <ul style="list-style-type: none"> ➤ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies ➤ Promote the safeguarding of all pupils in the school
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Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The post holder will be expected to carry out all duties in the context of and in compliance with all the school's policies and procedures and in compliance with Beam County Primary School's Equal Opportunities Policies and Code of Conduct. All the above duties are to be carried out in line with current Health and Safety legislation.

ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:

Person specification- Learning Support Assistant

QUALIFICATIONS	ESSENTIAL	DESIRABLE
5+ GCSE's or equivalent, including English and Maths	✓	
LSAs need to have one appropriate qualification in childcare if applying for an Early Years post.		✓
Additional SEND qualification and/or experience		✓
Certification regarding any SEND training completed		✓
EXPERIENCE	ESSENTIAL	DESIRABLE
Experience of working with SEND learners	✓	
Experience of working in schools	✓	
Experience of working as part of a team	✓	
Experience planning and delivering learning activities	✓	
Experience of working with external agencies to inform good practice	✓	
Commitment and experience of working with pupils with special educational needs	✓	
KNOWLEDGE	ESSENTIAL	DESIRABLE
Knowledge of SEND	✓	
Knowledge of assessments for children with SEND (PIVATS/ Pre-Key Stage Standards/ Engagement Model)		✓
Knowledge of the Education Health Care Plan (EHCP) procedures and processes	✓	
Understanding of child protection and safeguarding guidelines	✓	
Understanding of cognitive & learning delays		✓
Knowledge of the Early Years Foundation Stage and Primary National Curriculum	✓	
Knowledge of how to help adapt and deliver support to meet individual needs		✓
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	✓	
SKILLS & ABILITIES	ESSENTIAL	DESIRABLE
Excellent communication and listening skills; being able to relate to people of all ages and backgrounds	✓	
Excellent literacy and numeracy skills	✓	

Ability to assess students' needs related to academic, interpersonal and independent skills	✓	
Ability to relate well to children and adults	✓	
Ability to communicate effectively both orally and in writing	✓	
Ability to deal with people at a variety of levels with politeness, sensitivity, tact and understand the need to respect confidentiality	✓	
Ability to share work and to work as part of a team	✓	
Willingness to participate in development and training opportunities	✓	
Ability and willingness to work in a flexible manner	✓	
Ability to write comprehensive and accurate reports and communicate clearly via emails	✓	
Ability to suggest suitable strategies for teachers to meet the needs of students with SEND	✓	
Ability to set SMART targets and assess students' progress towards their targets	✓	
Excellent digital technology skills to support in the production of learning resources to meet students' needs either within a group or individually	✓	
Ability to communicate effectively and sensitively with pupils to support their learning	✓	
Ability to work flexibly and independently to contribute to staff training to support the learning and wellbeing of pupils and staff at Beam	✓	
A warm, open and nurturing communication style		✓
A good sense of humour		✓