

Lead Learning Support Assistant – Job Description

Reporting to: Headteacher/ SENCO

Band/ Scale: OLOL Band 4

Hours of Work: 37 hours per week; Term Time Only

JOB DESCRIPTION:

Core purpose

To work under the direction of the SENDCo, to support teaching and learning usually within the classroom to maximise the participation of pupils in the social and academic processes of the school.

Working independently to encourage pupils to become more independent learners and help to raise achievement and attainment for all pupils.

To develop, plan, deliver and review learning activities for individuals and groups of pupils.

Specific areas of responsibility and key tasks:

Key Duties:

- Contribute to the planning and evaluation of learning activities, differentiating and preparing intervention strategies to improve learning for small groups of pupils or specific pupils.
- Provide specialist support to individuals and groups, enabling them to access the curriculum, whilst monitoring and tracking progress, responding to challenges as they arise.
- Use pupil assessment to report on development, progress and attainment to parents, carers, families.
- To coordinate and implement staff timetable cover in order to meet the needs of the most vulnerable students within the inclusion unit
- To coordinate and gather information from teachers in order to ensure relevant access arrangements are in place for those students who require them
- Line management of Band 2 and Band 3 Teaching Assistants within the inclusion team, in discussion with the line manager
- To work alongside the Inclusion Manager in contributing towards the Quality Assurance procedures for the Inclusion Department.
- To support with annual reviews as directed by the Inclusion Manager.
- To mentor apprentice Teaching Assistant's within the team
- To support with Continued Professional Development (CPD) both within the inclusion team and whole school

Support the pupil by:

- Supporting the learning activities of individuals or groups of children, demonstrating an understanding of the stages of their development to ensure the pupils are reaching their full potential.
- Developing their key curriculum skills by having an awareness of individual needs, targets and the support required to assist the pupils' development.
- Carrying out pre-determined educational activities and work programmes whilst promoting independent learning.
- Working to establish a supportive relationship with the pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Encouraging acceptance and inclusion of the child with specific needs, while promoting and reinforcing the child's self-esteem.

Support the Teacher by:

- Working alongside the teacher to ensure that learning activities are effective in promoting pupils' learning, making adjustments where necessary.
- Assisting with the development of individual plans for pupils, enabling pupils to understand and meet their targets.
- Monitoring individual children's needs, maintaining records of the pupils' development and sharing appropriate information with senior staff and the pupils' families as appropriate.
- Providing support to the teacher by supervising groups of pupils in the classroom and on educational visits.

Support the school by:

- Develop relationships with other members of staff, sharing expertise to best support teaching and learning.
- Demonstrating a willingness to keep up to date with professional practices by maintaining an understanding of the requirements of the role.
- Being aware of school's policies and procedures.
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
- Undertaking any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.
- Performing any task or duty under the reasonable direction of the Lead TA or a member of the School's Senior Leadership Team.

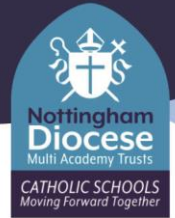
Person Specification

Requirements	Essential	Desirable	Demonstrated By
Qualifications & Training	Applicants must have GCSE (or O Level) at Grade B or above in Maths and Grade C or above in English. Level 3 TA qualification (or able to demonstrate equivalent experience)	Behaviour management qualifications and/or training	Application Form
Experience	Previous experience of working with secondary school aged pupils 11yrs – 18 yrs.		Application Form Interview
Skills	ICT literate – must be able to use Microsoft Office		Application Form
Knowledge	An excellent understanding of how children learn. Good English and Maths knowledge and understanding how to support children in all areas of learning. Understanding of factors likely to impact on students' behaviour and well being	Safeguarding Policy and Procedure	Interview Task
Management	Able to manage own workload. Able to prioritise. Able to show initiative		Interview Task
Aptitude and Personal qualities	Excellent communication skills – empathy with children with the ability to relate well to staff and parents. Ability to work effectively as part of a team, committed to making a difference. Reliable, enthusiastic, highly motivated Calm and professional manner Helpful and resilient High standards		Application Interview Task



OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST



The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.