

## Learning Support Assistant

### Core Purpose:

The Learning Support Assistant's (LSA) main role is to provide support for students with special educational needs. The LSA will ensure that the students can integrate as fully as possible in the activities generally undertaken by their peers in the class and make progress.

Duties will include the running specific programmes and activities to assist the students' individual learning and social needs in liaison with the class teachers and the iHub Co-Ordinator.

**Reporting to:** iHub Co-ordinator

**Work in partnership with:** SENDCo, Teaching Staff and Outside Agencies.

### In relation to students:

- To build and maintain successful relationships with the students and treat them with respect and consideration.
- To maintain confidentiality and sensitivity to the students' needs but have regard to the safeguarding procedures of the school
- To act as a learning mentor by understanding students' barriers to learning (both SEMH and academic), for example to help students record work in an appropriate way, develop study and organisational skills, in turn helping to build the students' confidence, enhance self-esteem and increase the likelihood of independent learning.
- To develop an understanding of the special educational needs of the student concerned and take into account those special needs to ensure they can access the lesson and its content by providing appropriate clarification, explanations, equipment and materials, therefore maintaining an inclusive learning environment
- To help keep the students on task and well-motivated.
- To help reinforce learning by building on the positives
- To model good practice
- To monitor the social, emotional and physical wellbeing of the student
- To follow up attendance issues with students, parents and outside agencies where appropriate
- To ensure students make progress, particularly in Reading

- To attend training and relevant meetings relevant to the position in order to keep up to date with developments in working with the students

#### **In relation to the Teacher:**

- To have formal and informal meetings with teachers to contribute to planning lessons/activities.
- To use differentiated activities with identified groups.
- To support the teacher in implementing specific teaching programmes.
- To supervise practical tasks if deemed necessary
- To carry out structured classroom assessment/observation and feedback outcomes to teaching staff.
- To provide support to other students in the class as directed by the class teacher.
- To support teachers in managing class behaviour.

#### **Supporting the iHub Co-ordinator:**

- To work as part of the team to ensure that the wellbeing and personal development of the student enhances their learning opportunities and life skills.
- To attend planning meetings as part of the team to develop ways to promote learning, behaviour and communication skills among students
- To provide regular feedback to the iHub Co-ordinator and, where necessary, relevant outside agencies about any student's difficulties and progress.

#### **Professional Conduct:**

- All staff are expected to:
- Follow the UTC's Appraisal Policy
- Make the most efficient and effective use of human, financial and material resources
- Be aware of and responsive to the changing nature of the UTC, adopt a flexible and pro-active approach to work and contribute to a range of cross-college initiatives to facilitate the delivery of key business objectives
- Participate in UTC developments; attend internal and external meetings and training programmes relevant to the performance and execution of the duties of their post
- Be conversant with and operate all appropriate information technology resources available and to keep abreast of developments in this area

- Participate in the development of a responsive customer centred approach to service delivery
- Ensure compliance with all UTC policies, procedures and regulations and assist in the implementation of decisions.
- Give good notice of any absence in line with the UTC's Absence Management Policy.
- Adhere to general standards of conduct embodied in UTC policies
- Provide an education service which, actively promotes equality of opportunity and freedom from discrimination, demonstrating the UTC encourages the valuable and enriching contribution, which people from a range of backgrounds and experiences can bring to the life and development of the organisation
- Work within any legislation to which the UTC is bound by law
- Make the most efficient and effective use of resources being aware of budget implications
- Responsibility to promote and maintain a safe and healthy environment for yourself, all other staff and students
- Responsibility to respect the UTC Community and abide by the Equality policy
- Report any incidence of bullying/harassment as part of the safeguarding statement and procedures

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the UTC and the professional development of the staff.

This job description may be reviewed at any time in consultation with the post holder.

## Person Specification

Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> <li>A good standard of education including Maths and English GCSE</li> </ul>	<ul style="list-style-type: none"> <li>Administrative qualification</li> </ul>
Experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>Evidence of having worked with students of secondary school age in some capacity; this could be as a parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>Interest in science or engineering</li> <li>Experience working with in student support</li> </ul>
Knowledge/skills/abilities	
Essential	Desirable
<ul style="list-style-type: none"> <li>A positive interest in working with students</li> <li>Ability to get the best out of students.</li> <li>A sense of humour.</li> <li>Adaptability and creativity.</li> <li>Able to work on your own and as part of a team.</li> <li>Ability to build good working relationships with a range of colleagues and students.</li> <li>A clear communicator.</li> <li>Ability to work calmly.</li> <li>Caring and dedicated.</li> <li>Energy, enthusiasm and patience.</li> <li>The ability to manage groups of students and cope with challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to manage groups of students and cope with challenging behaviour</li> </ul>
Equality and Diversity	
Essential	Desirable
<ul style="list-style-type: none"> <li>Demonstrable knowledge and understanding of, and commitment</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of appropriate national standards</li> </ul>

to, equality of opportunity and inclusive education	
<b>Other requirements</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Ability to work well under pressure</li> <li>• Good communication and ambassadorial skills</li> <li>• Ability to turn hand to anything, particularly during early phases</li> <li>• A 'can do' attitude</li> </ul>	