

Job Description

Job title:	Learning Support Assistant	Contract Type:	Permanent
Responsible To:	SENDCO	Salary Range	Scale 4 FTE £30,288 - £31,611 Pro Rata £26,399 - £27,552
Location:	Royal Greenwich Trust School		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

Job Purpose:

1. To increase the rate of student progress across faculties by adding to the capacity of colleagues to deliver good and outstanding lessons.
2. To provide support for students with a variety of SEND and staff in order to raise standards of achievement for all students, to encourage students to become independent learners, to ensure their safety and welfare and to support the inclusion of students in all aspects of school life.
3. Responsible for: In and out of class Learning Support

Specific Responsibilities

1. To work as directed by the Head of Faculty/SENDCO and under the supervision of the class teacher, with individual students with SEND and small groups, introducing tasks, monitoring students' work and using a range of strategies to support their learning.
2. To help all students to access the full curriculum, and to promote independent learning.
3. Use specialist knowledge and skills to develop the Literacy and numeracy skills of students.
4. To observe students' progress, and to provide the class teacher with support in assessing student progress.
5. To help prepare and maintain a purposeful, orderly and supportive environment for learning.
6. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENDCO.
7. To plan and deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, and other intervention programmes as directed.
8. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
9. To be aware of the learning needs of individual students, and to develop and personalise activities and work to meet those needs, contributing to their Student Passports as necessary.
10. To provide targeted support to individuals and groups, including those students with EAL or AEN.
11. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
12. To meet regularly with the class teacher to discuss student progress and to plan and review support
13. To attend formal meetings during contracted hours to discuss students' progress with parents and other professionals as part of the relevant staff group.
14. To support the school's aims and ethos.
15. To respect the confidentiality of student information and respond sensitively to students' needs, maintaining an awareness of particular learning and physical needs of the students you support at all times.
16. To undertake care tasks as appropriate related to student' physical welfare in accordance with LA guidance and procedures, including moving and handling and intimate care.
17. To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
18. To support the HoF/SENDCO in Faculty administration as required including maintaining individual and group records e.g. SIMS Provisions.
19. To accompany students and teachers on educational visits and trips during contracted hours, being responsible for students' safety and engagement in learning activities.
20. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
21. To keep appropriate records of students' progress and lesson and to contribute towards Student Passports, Annual Review etc.
22. To be the key worker for identified students.

Student Support and Progress

1. To be a Form Tutor to an assigned group of students if and when required.
2. To promote the general progress and well-being of individual students and the tutor group as a whole.
3. To liaise with the relevant pastoral leaders to ensure the implementation of the student support system.
4. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
5. To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
6. To contribute to the preparation of action plans and other reports as required.
7. To alert the appropriate staff to problems experienced by students.
8. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
9. To contribute to personal development, CEIAG and enrichment according to school policy.
10. To apply the Behaviour for Learning policy so that effective learning can take place.
11. Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.

General administration

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality.
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met.

Wider Professional Responsibilities

1. Make an active contribution to the policies and aspirations of the school.
2. Seek to share your expertise with colleagues.
3. Contribute effectively to the work of the wider team.
4. Play a critical role in the life of the school.
5. Promote the general progress and well-being of individual students.
6. Provide guidance and advice to students on educational and social matters and on their further education and future careers.
7. Provide a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
8. Communicate and consult with the parents / carers of students in line with school procedures.
9. Participate in meetings arranged for any of the purposes described above.
10. Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.

11. Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Common Roles Of All Trust Members

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
5. To drive educational standards, promote life-long learning and continually improve outcomes for all.
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others.
3. Regularly review own practice, set personal targets and take responsibility for own development.
4. Actively engage in the performance review process.
5. Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
7. Adhere to Trust policies and procedures.

Additional requirements:

1. The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.

5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The postholder will be line managed and appraisal managed by: Head of Faculty in conjunction with a designated member of the Senior Leadership Team.

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process

Signed _____ **Date**

Post holder

Signed _____ **Date**

Headteacher

Person Specification

Learning Support Assistant

Qualifications	Essential	Desirable
• Grade 5+ or equivalent (A* - C GCSE) English and Maths	✓	
• NVQ Level III or equivalent	✓	
• The ability to work as part of a team	✓	
• The ability to communicate effectively with individuals and groups of students, teachers, parents and other members of staff	✓	
• The ability to establish and maintain effective working relationships with teachers and other members of staff	✓	
• The ability to accept guidance and direction from teachers	✓	
• The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher	✓	
• The ability to keep written records and support the development of students' literacy and numeracy skills with confidence	✓	
• A willingness to undertake training to ensure that the roles are effectively carried out	✓	

Experience & Knowledge	Essential	Desirable
• Experience of establishing successful learning relationships with a variety of students at the relevant age	✓	
• Ability to help implement the necessary routines and patterns to establish good behaviour management within the school	✓	

Characteristics/Attributes	Essential	Desirable
• A commitment to the LA's Equal Opportunities Policy	✓	
• Genuine passion and belief in the potential of every student	✓	
• A helpful, positive, calm nature	✓	
• A commitment to ensuring every student achieves his or her very best	✓	
• Able to deal with minor incidents, first aid and the personal health and hygiene of students	✓	
• A satisfactory Enhanced DBS disclosure	✓	