

JOB DESCRIPTION

LINCOLN CHRIST'S HOSPITAL SCHOOL	
JOB DESCRIPTION	
JOB TITLE: Learning Support Assistant	
GRADE G3 Post: 32.5 hpw FTE 39 working weeks per year (term time plus INSET)	
Reports to: SENDCo	
1	PURPOSE OF JOB: To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. May be required to supervise groups of pupils undertaking activities in non-teaching situations.
2	MAIN RESPONSIBILITIES, TASKS & DUTIES
	<p><u>General</u></p> <ul style="list-style-type: none"> • Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management; • Keep records as required by the school; • Have familiarity with all relevant Education and Health Care Plans or special educational needs specific to the child; • In accordance with the DCFS recommendations, the postholder should be familiar with the full range of school policies, particularly those regarding health and safety, equal opportunities and special educational needs. <p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> • Establish constructive relationships with pupils and interact with them according to individual needs, taking into account that reasonable adjustment may need to be made in accordance with SEN Policy and The Equality Act; • Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities; • Be an advocate for true inclusion – including promotion of the need for reasonable adjustment for all students; • Assist with the implementation of Individual Education/Behaviour Plans and Personal Care programmes;; • Promote the inclusion and acceptance of all pupils; • Encourage pupils to interact with others and engage in activities led by the teacher; • Set appropriate, challenging and demanding expectations and promote self-esteem and independence; • Provide feedback to pupils in relation to progress and achievement under guidance of the teacher. • Promote development and learning (physical, emotional, educational, social). • Foster growth, self-esteem and independence, observe and record

development as required by the school;

- Mentor pupils and communicate any relevant info to teachers to aid best support for those children;

Support for the Teacher

- Use strategies, in liaison with the teacher, to support all pupils to achieve learning goals;
- Assist with the planning of learning activities;
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed;
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc;
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;
- Establish constructive relationships with parents/carers;
- Administer routine tests and invigilate exams as requested;
- Treat every lesson as a fresh start for all children;
- Understand that Enhanced Adult Support does not mean the support of only one pupil in a lesson;
- Establish strong, effective relationships with teachers, starting with an introduction at the start of the lesson to discussing what is needed during the lesson to giving feedback at the end of the lesson or at a pre-arranged time;

Support for the Curriculum

Working as additional support:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years and recording achievement and progress and feeding back to the teacher;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Assist with the supervision of pupils in non-teaching times, including before and after school and at lunchtime;
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

3
MANAGEMENT OF PEOPLE
NONE
SUPERVISION OF PEOPLE
NONE

4	<p>CREATIVITY AND INNOVATION</p> <p>The LCHS SEN Policy states that TAs should:</p> <ul style="list-style-type: none"> • encourage and promote student independence • liaise with teachers and the SENDCo, giving feedback and suggesting development • carry out specific booster teaching programmes (e.g. Additional Literacy Programme) • help to prepare resources and adapt materials • attend planning and review meetings as appropriate and as directed by the SENDCo <p>All of the above require some creativity in planning how they are achieved and delivered.</p>
5	<p>CONTACTS AND RELATIONSHIPS <i>What personal contacts and relationships are required with other people and organisations to carry out the job?</i></p> <ul style="list-style-type: none"> • Liaison with parents regarding any students for whom the postholder is a keyworker • Liaison with external agencies as appropriate and guided by the SENDCo to aid or boost support for SEN students • Liaison with teachers regarding students
6	<p>DECISIONS</p>
	<p>a) Discretion –</p> <p>Work is carried out within clearly defined rules and procedures involving decisions chosen from a range of established alternatives.</p>
	<p>b) Consequences –</p> <p>Decisions which have a material effect on the internal operations of the post's own or other departments or on the individual or on the provision of service to the public.</p>
7	<p>RESOURCES <i>The postholder is personally accountable/responsible for the following:-</i> Keeping the mentoring records up to date as required.</p>
8	<p>WORK ENVIRONMENT</p>
	<p>a) Work Demands – <i>Impact of deadlines and changing and conflicting priorities.</i> Mentoring deadlines for particular year groups at particular periods of the academic year.</p>
	<p>b) Physical Demands – <i>Continuing physical effort, bending, lifting, pushing etc.</i> None required</p>
	<p>c) Working Conditions – <i>Exposure to disagreeable or unpleasant conditions.</i> Working in a school environment with high levels of SEN. May be exposed to disagreeable behaviour from children with SEN.</p>
	<p>d) Work Context</p> <p>Work potentially involves some risk to personal safety of injury, illness or health problems arising from the environment or the public/clients.</p>
9	<p>KNOWLEDGE AND SKILLS <i>required to be fully competent in the post.</i></p> <p><u>Essential</u></p> <ul style="list-style-type: none"> • To have GCSE or equivalent Maths, English or equivalent level of competency. • To be able to work as part of a team and to have good inter-personal relationships; • Understanding of relevant polices/codes of practice and awareness of

- relevant legislation;
 - To have had previous experience supporting teenagers;
- Desirable**
- Sound Knowledge of the literacy / numeracy KS3 / Foundation Stage strategies and a good overview of Key Stage relevant curriculum;
 - Sound knowledge of one or more areas of special need (depending on setting) and Code of Practice for SEN;
 - Sound knowledge of the causes and patterns of poor behaviour and strategies to address these;
 - Sound knowledge of how children learn and how to create and maximize learning opportunities;
 - To have attended significant Inset relevant to job and – in the case of those working with particular SEN pupils – to have become skilled in dealing with particular areas of special need though attending LEA and other providers of specialist training;
 - Effective use of ICT to support learning;
 - Use of other equipment technology – video, photocopier;
 - General understanding of national/foundation stage curriculum and other basic learning programmes/strategies;
 - Basic understanding of child development and learning;
 - Ability to self-evaluate learning needs and actively seek learning opportunities.

10 GENERAL

Job Evaluation – This job description has been compiled to allow the job to be evaluated using the GLPC Job Evaluation scheme as adopted by the School.

Other Duties – The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.

	Name:	Signature:	Date:
Job Description written by: [Manager]
Job Description agreed by: [Postholder]

Note: Qualifications and Experience headings are included in the Person Specification.