

**JOB DESCRIPTION**

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| **Job title:** | Learning Support Assistant |
| **Post number:** | Limes 04 24/25 |
| **Grade:** | NJC 4 (points 7 - 10) |
| **Contract** | Permanent |
| **Hours:** | 33 hours per week, term-time plus INSET days |
| **Responsible to:** | Curriculum Leader (BOOST/CLA) |
| **Job purpose:** | To support teachers to enable students to access the curriculum and improve attendance, behaviour and progress, and to supervise whole classes during the short-term absence of a teacher for illness, training and case meetings.  To promote the core values of The Limes College of Belong, Relationships, Move On and Achieve. |
| **Key internal contacts:** | Assistant Head  Curriculum Leader (BOOST/CLA)  Safeguarding Team  SEN Team |
| **Key external contacts:** | Parents/Carers  IYS-Integrated Youth Services  YOT-Youth Offending Team  Social Care |
| **Special consideration:** | Hold a clear Enhanced DBS check  Hold a current and clean driving licence with use of own transport |

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| **Specific duties:**  This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.  Pastoral and support for individual students and their families   1. Support students in all aspects of on and off-site activities; 2. Undertake small group or project work and one-to-one support with students of high level need, who may need to be physically restrained; 3. To meet young people at home, school or elsewhere, as appropriate, in order to encourage and support their active participation to meet their personal targets; 4. Support students with behaviour for learning, following The Limes’ Behaviour Policy; 5. Be a tutor for individual students as part of a tutor group to achieve the best possible attendance and behaviour; 6. Contribute to students’ reports; 7. Communicate with parents/carers on a weekly basis regarding students’ attendance, punctuality, behaviour and academic progress and record information on SIMS and CPOMS; 8. Undertake small group work, project work and one-to-one support with students of high level need, who may need to be physically restrained; 9. Develop an understanding of the special educational needs of the students and ensure they have appropriate access to the lessons and relevant resources; 10. Support students with coursework and homework; 11. Undertake Individual Action Plans (IAPs) with students in order to review progress and levels, and set targets; 12. Supervise students throughout the day ensuring attendance and punctuality at all lessons; 13. Support students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt; 14. Undertake lunch duties as published on a rota; 15. Undertake re-entry interviews with excluded students, to support staff and parents/carers.   Support for teachers   1. Meet regularly with the Curriculum Lead to plan and attend Departmental meetings; 2. Assist in the preparation of lesson materials and planned activities, including one-to-one sessions with disruptive students; 3. Ensure that classrooms are tidy, wall displays are current and well presented, equipment/resources   are packed away at the end of the lesson;   1. Undertake administrative duties including ordering resources and maintaining stock records.   Communication   1. Attend such meetings as deemed appropriate by the Line Manager; 2. Participate in regular supervision and appraisal as required by line manager; 3. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision; 4. Attend and contribute to daily briefings, team meetings and training; 5. Liaise and network with other professionals, parents and carers both informally and formally.   Trust   1. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish; 2. Promote the safeguarding and welfare of children and young people; 3. Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); 4. Ensure high standards of behaviour and dress are maintained.   Additional duties  You may be required to carry out additional duties, as the Head of School may reasonably request, which are commensurate with the post. |

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| **Review:**  This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.  I confirm that I understand and agree the duties of this job description.  Signature:  Print name:  Date:  ----------------------------------------------------------------------------------------------  Manager’s signature:  Print name:  Date: |

**PERSON SPECIFICATION**

**Learning Support Assistant (BOOST)**

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| **No.** | **Education and/or Experience** | **Priority**  **1 or 2** | **Method of Assessment** |
| 8.  9. | Attainment of English and Maths qualifications equivalent to GCSE grade A-C.  Experience of working with secondary aged students with behavioural difficulties and/or additional needs on a one-to-one basis or in small groups.  **Skills and Abilities**  Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations.  Have a creative approach to problem solving and use this to inspire and motivate students.  Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing.  The ability to record and assess pupils’ progress and performance and write reports on student development.  **Knowledge**  Knowledge of and the ability to support the delivery of a broad and balanced curriculum programme in order to develop literacy and numeracy.  Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment  Understanding of Windows software for demonstrating in the classroom and for administration purposes. | 1  1  1  1  1  1  1  2  1 | A  A, I  A, I  A, I  I, T  I, T  A, I  A, I  A, I |
| 10.  11. | **Special Considerations**  Willing to undertake an Enhanced DBS check.  Hold a current and clean driving licence with use of own car. | 1  2 | A  A, I |
| **Criteria marked Priority 1 are ones which applicant must have to be appointed.**  Priority 2 criteria are also essential, but may be learned or developed further after appointment.  **Methods of assessment. A – Application Form. I – Interview. T – Test.** | | | | |