

Job Title	Learning Support Assistant	Job Reference	N/A
Location	Meridian High School	Travel required	No
Responsible to			
SENDCo			
Core purpose			
To support identified SEND children in and out of the classroom environment and within the Enhanced Learning Provision. To support the teacher with their responsibility for the development and exceptional education of children in schools. Using routine supervision and care skills to support children.			
Key Accountabilities			
Core Responsibilities			
<ul style="list-style-type: none"> • To undertake the teaching of SEN students with Education Health and Care Plans, across the range of SEN needs and ages, and particularly those learners with Autistic Spectrum Disorders and other related conditions. • To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress. • Be accountable for the attainment and progress of all students who are taught by the post holder. • Support students from the Spectrum Centre in their mainstream lessons, differentiating where appropriate. • Produce student SEN passports, monitor student social communication development, contribute to provision mapping and annual reviews for students. • Support staff training to meet the needs of the students in the mainstream setting. • Supervise and guide the work of any support staff (including Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who are assigned to work with post holder's classes/students. • To provide pastoral support and guidance for all students in the post holder's care, classes or tutor group. • To contribute to the overall development work of the teaching and learning area team. • Any other duties commensurate with the role as directed by the Headteacher / line manager 			
Teaching Responsibilities			
<ul style="list-style-type: none"> • To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week. • Use data to plan lessons and learning materials to motivate and support all students to make at least good progress. • To have high aspirations and set challenging targets for all students. • To set high expectations for students behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences. • To work in collaboration with Teaching Assistants assigned to any teaching group/student within the group. 			

- Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities.
- To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge.
- Set work for students absent from school for health or disciplinary reasons.
- To manage the behaviour and discipline of students within the classroom in line with the school's Behaviour for Learning Policy
- To ensure that teaching room, resources and equipment are maintained in good order, with particular regard to Health & Safety and security of property.
- To use ICT and other technologies and learning resources as learning tools to inspire and motivate learners.
- To ensure that a stimulating learning environment is maintained in the classroom, including provision of a high quality of display.

Assessment, Recording & Reporting

- To maintain notes and plans of lessons undertaken and records of students' work, their attendance and attainment.
- To mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement.
- To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records.
- Use data and teacher records to set aspirational targets and plan challenging activities.
- To report and record student attainment, progress and results of assessments within the school's recording and reporting structure.
- To set and mark examinations assessments and coursework as assigned by the Subject Leader or member of SLT.
- Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.
- Be familiar with school records and information relating to students who have additional needs (including those who are gifted and talented) and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress.

Pastoral Responsibilities

- To take responsibility for promoting and safeguarding the welfare of children and young persons.
- To participate in the pastoral organisation of the school as a form tutor.
- To be the first point of contact for parents/carers in the assigned tutor group.
- To monitor and set targets for the social and academic progress of individuals in the tutor group.
- To undertake responsibility for the delivery of tutorial programmes to the tutor group as required.
- To promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.

General Professional Responsibilities

- To attend meetings as part of the agreed meeting cycle.
- To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, T & L Area and whole school improvement work.
- To support and implement all relevant teaching and learning area policies.
- To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- To ensure that all deadlines are met as published in advance.

- To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
- To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.
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Person Specification		
	Essential	Desired
Qualifications		
Good General Education including English and Maths at GCSE or equivalent at C+	x	
NVQ Level 2 Teaching Assistant / Supporting Teaching and Learning in Schools or equivalent		x
Graduate qualification		x
Experience		
Experience in providing assistance in education		x
Basic IT skills		
Advance IT skills	x	x
Able to plan and prioritise regular and irregular tasks	x	
Able to plan and clarify instructions given to children/students	x	
Ability to motivate and engage children/students	x	
Experience in assisting with the organisation of the learning environment	x	
Ability to take on routine tasks under the direction of the class teacher	x	
Ability to maintain records and children/student files	x	
Utilise a variety of strategies to engage children and support children in their learning	x	
Able to follow instructions	x	
Personal Attributes		
An effective communicator	x	
Ability to remain professional and maintain confidentiality at all times	x	
Good time management	x	
Trustworthy and approachable	x	
Passionate about positively changing the lives of children/students	x	
The ability to maintain and form appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct	x	
Safeguarding		
GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and required to apply for a DBS disclosure. We particularly welcome applicants from under-represented groups including ethnicity, gender, transgender, age disability, sexual orientation or religion.		