

JOB PROFILE

Department:	Pastoral Care	
Job title:	Learning Support Assistant	
Reports to:	Assistant Principal	
Responsible for:	N/A	
Level/Grade:	Hours of work: 36 hours per week 39 weeks per year (+5 weeks paid holiday)	Salary: Scale R3 12 – 18: £22,315.15 - £23,880.40 Per annum (FTE £26,060 - £27,888.00)

Job Purpose:

To plan and deliver 1:1 support programmes for promoting student's learning and emotional literacy both in class and out of class under the direction of the work of the SENCO.

To provide a safe, stimulating and therapeutic environment for students, promoting their physical, social, emotional and intellectual development and enabling them to achieve their potential.

Job Description

Key Tasks

- Build positive relationships with students and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.
- Plan and deliver programmes of support to develop students' social and emotional skills or to support the teacher in whole class subject delivery.
- Working within the guidelines of Keeping Children Safe in Education to raise all safeguarding concerns to the Designated Safeguarding Lead immediately and adhering to all reporting procedures.
- Ensure all OHC&AT policies and procedures are known and followed including safeguarding, behaviour management and staff code of conduct.
- Liaise with teachers and other staff about the needs and progress of students receiving support.
- Meet with the teachers/therapists/leaders and/or SENCO to discuss progress and allocation of casework.
- Guide and mentor students so that targeted, measurable and significant improvement is secured.
- Work in partnership with the SENCO to ensure regular high quality and frequent communication between the school and the home so that parents are involved and students' attitudes to learning is maximised.
- Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Maintain and prepare student records and reports as required.
- Ensure that individual Education, Health and Care Plans (EHCPs) are used to set specific targets for students.
- Ensure effective support of students' literacy, numeracy and IT skills.
- Use data effectively to identify students who are underachieving and, where necessary, ensure the creation and implementation of effective plans of action to support those students.
- Liaise with parents in line with school policy.

- To take part in annual special needs review meetings.
- To work as part of a multi-disciplinary team with all staff in school and with external agencies who contribute to the student's care and educational needs.
- Perform all post duties in compliance with relevant health and safety regulations and codes of practice and with due regard for the health, safety and welfare of all premises users and visitors including contractors.
- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- Share knowledge and ideas from training with other school staff as appropriate.

Other

- Undertake break-time duties and responsibilities.
- Keep records and carry out procedures to satisfy school policies.
- Eat with and supervise pupils in the Dining Room.
- Take part in educational visits, camps and school journeys.
- Contribute individual skills in practical, sporting and creative activities.
- When qualified and approved, drive school vehicles as required.
- Take responsibility for own training and development, attending training courses as appropriate.
- Undertake other activities reasonably expected for a learning support assistant.

Person Specification

Criteria	Essential = E Desirable = D
Assessed by Application Form (A) Interview & Selection Processes (I)	
Qualifications and Training	
<ul style="list-style-type: none"> • Relevant qualification to support the literacy and numeracy progress of student. • Other relevant training eg First Aid, Child Protection, Behaviour Management, Allegation Management, Safer Recruitment and Working Together to Safeguard Children. (A) • English and Mathematics at GCSE grade C or above or equivalent. • Driving Licence. • Level 3 Certificate in Supporting T&L . • Basic Food Hygiene Certificate. 	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>
Knowledge and Experience	
<ul style="list-style-type: none"> • Experience of working with children. (A, I) • Knowledge of young people's therapeutic, developmental and health needs. • Experience of working with children with behavioural, emotional and social difficulties and/or autistic spectrum conditions. (A,I) • Experience of working with children and families from a variety of cultural backgrounds. (I) • Working as part of a team. (A, I) • Understanding and knowledge of current issues in education/social care. (I) • Behaviour management strategies. • Detailed working knowledge of safeguarding procedures. • Experience of working with parents and carers, outside agencies, in partnerships and collaboration to secure achievement, enrichment opportunities and resources for children. 	<p>E</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p>

Skills and Abilities	
<ul style="list-style-type: none"> • Ability to motivate children. • Clear and concise written and oral communication skills adaptable to a range of audiences. (A,I) • Competence with ICT. (A,I) • An interest/skill in sport, outdoor pursuits or creative arts/hobbies. (A,I) • Ability to work collaboratively with others. (I) • Ability to plan, support and evaluate target setting. (I) • Ability to manage own time and task. (I) • Practical and theoretical knowledge of behaviour management. (A,I) • Ability to direct and communicate routine/ information sensitively with confidentiality. (I) • Demonstrable ability to relate well and communicate effectively with parents, other professionals and multi-disciplinary colleagues. • Ability to deal directly with challenging behaviours and to promote high standards of behaviour and achievement. • Highly developed interpersonal skills. • Ability to produce, accurate, positive and well written reports, policies, guidance, letters and memos. 	<p>E E E E E E E E E E E E E E E E E</p>
Personal Attributes	
<ul style="list-style-type: none"> • Commitment to meeting the needs of children and their families. (I) • Ability to work sensitively with a variety of people. (I) • Ability to promote the positive image of the school. (I) • Be enthusiastic and have the energy for working in a SEMH school. (I) • Ability to reflect on own practice and learn from experiences. (I) • A positive and flexible attitude to work and resolving difficulties. (I) • A commitment to equality and diversity. (I) • Patience and resilience. (I) • Reliability and integrity & Creativity in problem solving and a willingness to try new approaches • Self motivated and able to work unsupervised. • Willing & quick to learn new skills & procedures. • Able to quickly engage and build appropriate relationships with children. • High levels of emotional literacy. • Dependable and reliable, with an excellent record of attendance (above 95%). 	<p>E E E E E E E E E E E E E E E E E</p>
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