

Post Reference: 2616

Job Title: Learning Support Assistant

Grade: B1 – (Actual Salary £22,570 to £24,057)

Hours: 37 hours per week, term time only plus 10 days

Accountable to: SENDCo/ Assistant SENDCo

JOB DESCRIPTION

Role:

You will work under the guidance of the Special Education Needs and Disabilities Coordinator (SENDCo) ensuring students on the SEND register have the best possible support in lessons and providing high quality intervention programmes, in order to further strengthen the standards of achievement, outcomes and inclusion for our students. To contribute to the key objective of the Academy Development and Improvement Plan.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Duties and Responsibilities:

- Differentiate classwork and activities according to ability and plan, create and use appropriate resources for your students.
- Assist with the development, management and use of resources, and aid departments with planning and schemes of learning.
- Play a vital role regarding in-class support, be it aiding subject teachers with provisions in the planning process or as direct in-class support.

- Carry out essential cover (which constitutes as any lesson cover to avoid supply cover) in the absence of teachers.
- Use specialist skills, training and experience to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Support students consistently whilst recognising and responding to their individual needs including social, emotional, health, physical, hygiene, education and welfare.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of the academy core values.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Promote the inclusion and acceptance of all students within the classroom, working with the SENCo and teachers to establish an appropriate, tailored learning environment, evaluating and adjusting seating plans and learning as appropriate. To be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Plan Intervention and implement agreed learning activities and programmes, adjusting activities according to student response/needs.
- Monitor and evaluate student responses to learning activities and ensure a smooth reintegration back into mainstream lesson with clear communication for teaching staff.
- Provide objective and accurate feedback, information and reports as required to the SENCo on student achievement, progress and other matters, ensuring the availability of appropriate evidence by adhering to deadlines for SEND dashboards and intervention records as agreed with the SENCo. To contribute to the reviews of systems and records as requested by the SENCo.
- To liaise sensitively and effectively with parents/carers as agreed with the SENCo within your role/responsibility and participate in feedback sessions/meetings and reviews as directed by the SENCo both in and out of usual working hours.
- To invigilate exams/tests and provide support as a scribe/reader where requested.

- Determine the need for specialist equipment and resources, preparing and maintaining where necessary as directed by teaching staff e.g. overlays, coloured papers, writing boards, seating etc.
- Contribute towards the writing of Pupil Passports and implement actions and strategies from these in the classroom, supporting teaching staff to use them to differentiate and personalise learning.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the SENCo, to support achievement and progress of students.
- Recognise own strengths and areas of expertise and use these to advise and support others, whilst determining areas of development.
- Attend and participate in regular meetings required training and other learning activities specific to the role of Learning Support Assistant.
- Be able to track and monitor data which informs planning for purposeful interventions.
- Be able to implement and respond to guidance outlined in student Education, Health and Care Plan (EHCP's).
- Plan and deliver focused intervention and leading on developing strategies to ensure our students succeed.
- Uphold and implement academy policies ensuring all students within Leeds East Academy's demonstrate the Core Values.
- Supervise students on visits, trips and out of school hours learning activities as required by the SENCo which fall within the remit and hours of the post.
- Provide personal assistance to identified pupil/pupils in physical/practical activities e.g. physical education, cookery, school visits, therapeutic treatments organised by the school etc.

Literacy and Numeracy Responsibilities

- Undertake the planning and delivery of high-quality interventions in small groups or one to one within a specialist area such as Literacy and /or Numeracy, including the delivery of programmes outline from external agency support, e.g.- Speech and Language Therapy Report.
- Develop students' love of reading through targeted interventions; developing their ability to understand vocabulary.

- Assess and effectively track progress within these interventions.
 - Work collaboratively with the Literacy Lead, teachers, and the SENCo to ensure effective identification, support and progress for all students.
 - Act as a key worker for specific students, building strong links between parents and teachers.
 - Work autonomously to create engaging interventions for varying degrees of ability, which you will strategically implement and deliver.
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Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.

- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education C or equivalent (to include English and maths)	A
D	Relevant qualification or experience	A
E	A good level of appropriate ICT skills	A

Knowledge and Experience

E	Knowledge of developing literacy skills in an education setting	A C
E	Able to differentiate class work, activities and create appropriate resources for pupils.	A I
E	Successful contributions to team work	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	A clear understanding of effective safeguarding within the academy	A I
D	Experience of working with vulnerable young people	A I

Skills, Attributes, and Abilities

E	A willingness to train and engage with CPD to develop professionally	A I
E	Able to work with students on a 1:1 or small group basis.	A
E	Professional attitude and ability to forge positive relationships with students, parents and staff.	A I
E	Excellent literacy and numeracy skills	A
E	Competency using ICT for recording, monitoring and reporting.	A
E	Be resilient and reliable	R
E	Ability to use progress data of students to track and raise attainment of students for whom responsible	A T I
E	Good working knowledge of assessment for learning approaches and their classroom application	A T I
E	To promote equality, diversity and inclusion and demonstrate this within the role.	A I
E	To be jointly responsible for promoting and safeguarding the welfare of students	A I
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I
E	The ability to work effectively and efficiently as part of and group and individually	A I
E	Strong interpersonal skills and the ability to communicate effectively and clearly with young people and adults	A I
E	An ability to respect sensitive and confidential work and respect the wishes of others	A I T

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