



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Job Title:	Qualified Learning Support Assistant SEN support
Location:	Stanton Drew Primary School
Salary Range:	JG4 SCP 7-11 (£25,584-£27,269) pro-rata
Reports To:	Headteacher

Job Purpose

To work under the direction of the class teacher or SENCO to provide teaching and learning support to children, including but not limited to those with EHCPs, occasionally without the teacher present.

Main Responsibilities and Duties

OBJECTIVES

- To contribute to raising standards of pupil achievement.
- To assist in maintaining the classroom ethos and a consistent approach to teaching and learning.
- To support children to access the curriculum by working in partnership with the class teacher to meet identified targets.

MAJOR RESPONSIBILITY AREAS

- Support for pupils, individually, in small groups and whole class situations
- Support for the teacher in planning, teaching and assessing.
- Support for the schoolcommunity

KEY TASKS

1. To provide appropriate level of support needed by pupils to promote independent learning.
2. To contribute to the planning, monitoring and assessment cycle for age range.
3. To deliver guided reading sessions and intervention support as planned by the teacher.
4. To develop and maintain effectiveness by taking responsibility for continuing professional development.
5. To contribute to overall aims and objectives of the school, working within agreed policies and procedures.

Guidance on Qualified LSA job description

To provide appropriate level of support needed by pupils to promote independent learning.

- building positive relationships with children
- anticipating potential difficulties with accessing learning
- finding/creating appropriate resources to support children's learning
- monitoring children's progress and feeding back to the teacher
- praising/encouraging children's achievements



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- making positive interventions to move children's learning forward
- having high expectations of on-task behaviour and presentation
- promoting the school code of conduct
- using initiative and being pro-active in promoting children's learning
- delivering pre-planned programmes of support e.g. OT, Speech and Language, Springboard etc
- managing whole class activities such as story time, show and tell etc for a maximum of 20 minutes
- for Top-Up Funded children: working under direction of the Class teacher or SENCO working with individual or groups of children towards targets as identified in IEPs

To contribute to the planning, monitoring and assessment cycle for age range.

- being familiar with long- and medium-term plans for age range
- liaise with the teacher to support the learning of individuals and groups of pupils
- deliver intervention programmes to support pupil's progress
- record observations on the achievements I difficulties of children in their learning and communicate to class teachers
- being familiar with planning documents appropriate to age range, in particular, Schemes of work, National Curriculum, Early learning goals
- using ICT to support learning

To develop and maintain effectiveness by taking responsibility for continuing professional development.

- consider professional development and applying for relevant training/classroom experience to extend skills and knowledge
- self-evaluation and reflection
- identifying areas for development
- partaking in relevant development opportunities and evaluating impact on practice
- actively developing expertise through peer support, in-school observation and discussion
- attending INSET days

To contribute to overall aims and objectives of the school, working within agreed policies and procedures.

- providing care and support for pupils ensuring a safe and secure environment including practice of good standards of health and hygiene and applying simple first aid
- undertaking playground supervision
- as requested, supervising pupils during assembly, fund raising events, school outings, and other extracurricular activities undertaken during the normal school day
- working effectively with teachers, support staff, other professionals, students and other volunteers
- supporting other members of the school staff by sharing your own knowledge and expertise



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- communicating with parents when required under the direction of the class teacher
- playing an active role in maintaining a stimulating and organised environment
- Being involved in parent or IEP review meetings at the request of the teacher or SENCO

Supervision and Management

This post will be managed and supervised by the Headteacher, SENCO and Teacher

Problem Solving and Creativity

Identifying pupils who are having difficulty with a particular task, and who need further help, and flagging this to the teacher

Dimensions

Working with teachers and pupils across the whole school(s)

Key Contacts and Relationships

Pupils, parents and other members of staff

Decision Making

This role requires working proactively under the direction of the class teacher. In partnership, making and proposing adjustments to set tasks based on knowledge from working with key children.

Resources

Education Health and Care Plans; SEND plans

Working Environment

School

Special Notes or Conditions

This guidance outlines clearly the minimum requirements expected at this level. It is not intended to be an exhaustive list and, if appropriate, staff may wish to exceed these expectations.

Name	
Signature	
Date	



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PERSON SPECIFICATION

Job Title:	Qualified Learning Support Assistant SEN support
Location:	Stanton Drew Primary School

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • NVQ2 • A good standard of education: 3 or more GCSEs including Maths and English • Experience of working with children in an educational setting 	<ul style="list-style-type: none"> • NVQ3
Skills and Abilities	<ul style="list-style-type: none"> • Good interpersonal skills • Competent ICT skills • Excellent organisation skills • Ability to deal with difficult situations and resolve conflict. • Ability to work well within a team • Resilience, enthusiasm, energy and vigour • Flexibility and adaptability in changing situations • Demonstrate reliability, resilience, integrity and commitment • Ability to seek out, manage and influence opportunities for continuous improvement and change • Ability to maintain a positive and professional demeanour • Think creatively and imaginatively to solve problems and identify opportunities • Ability to show sensitivity and discretion in dealing with confidential issues 	<ul style="list-style-type: none"> • Knowledge of keeping children safe in Education
Work-related Personal Requirements	<ul style="list-style-type: none"> • Take responsibility for own professional development and attend training courses as required to perform duties. • Demonstrate a commitment to the school's vision, aims and ethos, its community and outcomes for its pupils. 	