



STUDLEY HIGH SCHOOL

AN ACADEMY TRUST SCHOOL – ALWAYS AIMING HIGHER

JOB DESCRIPTION

INTRODUCTION

NAME OF POST HOLDER:

Post Title: **LEARNING SUPPORT ASSISTANT**

Post Purpose: The postholder will work under guidance and the overall supervision of teachers to assist and support teaching and learning. Work may be carried out with individuals or groups in the classroom or outside.

Reporting to: SENCO

Responsible for: Learning Assistant support.

Liaising with: Teaching staff.

Working Time: 30 hours a week term time only. 8.15am - 3.15pm Monday -Friday

Salary/Grade:
Disclosure level Enhanced

Studley High School Aims & Values:

Studley High School, Warwickshire; a comprehensive school where students of all abilities can develop and thrive as individuals and as part of a community. We encourage all students to understand that belief in oneself, when combined with integrity and 'doing the right things in the right way' will lead to success.

We promote excellence in all that we do so that everyone at Studley High School can support the school aims in:

- Promoting high expectations of all
- Encouraging mutual respect, support and trust so that all can achieve their best
- Maintaining a place where honesty, openness and fairness lead to outstanding relationships
- Developing high levels of self esteem
- Ensuring belief, self-confidence and resilience is celebrated in our students
- Always aiming higher and being ambitious for the future
- Promoting high levels of wellbeing for all
- Developing curious citizens who can communicate effectively and embrace technology
- Demonstrating the Studley Values in their day-to-day experience

It is paramount to the success of students that they are prepared fully for the challenges and opportunities that await them as they move on to post 16 life. We work hard to equip students with the skills and character attributes to thrive and make positive contributions to society. In a world where technology and social dynamics are ever evolving we are committed to preparing students to embrace and adapt to change.

Our values:

Adaptable | Aspirational | Charitable | Creative | Independent | Mature | Resilient | Selfless



Responsibilities

To students:

Support individual or groups of students during independent/group work (explain tasks / reinforce key objectives, concepts or vocabulary/using practical apparatus/support to less able students/ extend and challenge the more able, assist in keeping students on task, interested, motivated and engaged), responding to their individual needs as appropriate.

Read and understand curriculum maps and co-ordinate with curriculum leads for further guidance on unknown knowledge areas.

Occasional support to whole classes for short periods of time (less than 1 hour)

Using specialist skills, knowledge, training, experience to provide support to students in specialist areas as appropriate (e.g. SEN, literacy, numeracy, EAL) through planned and recorded interventions.

Assist with the development and implementation of individual education/behaviour plans and passports.

Establish productive working relationships with students, acting as a role model and setting high expectations. Promote the inclusion and acceptance of all students within the classroom, encourage them to interact and work co-operatively with others and engage all in activities.

Support within tutor time including small group and 1:1 interventions as per the need in school and complete three duties per fortnight.

Support students consistently whilst recognising and responding to their individual needs
Promote independence and the development of self-esteem. Monitor and provide for the care, safety and welfare of students

To teachers:

Be actively involved in the day-to-day management of the learning environment, including responsibility for the care and preparation of teaching aids, equipment, materials.

Assist with lesson/activity planning, delivery and evaluation.

Support at parents evenings, transition events, information events where appropriate.

Monitor individual/group achievements, progress and responses to learning activities and objectives and provide feedback to the teacher. Contribute to the assessment of students by teachers through observation and reporting. Record information relevant to the assessment and review of students' progress.

Undertake marking of students work (e.g. tests, multiple choice questions, spelling).

Support the implementation of strategies to manage student behaviour and help manage student behaviour.

Undertake admin tasks as appropriate, e.g. produce worksheets for agreed activities, support controlled assessment.

For the curriculum:

Contribute to curriculum planning and evaluation and assist in implementation.

Assist in the introduction to the lesson and interact with the teacher and students as required. Undertake agreed learning activities/teaching programmes, adjusting activities according to student responses.

Support the use of ICT in learning activities and develop students' competence and independence in its use.



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Attend curriculum meetings throughout year.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- To engage actively in the Performance Management Review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

COMMUNICATIONS & LIAISON

- To communicate effectively with Heads of subjects, associate staff and Leadership group.
- Communicate effectively with other staff members and students, and with parents and carers under the direction of the SENCO, teachers, Senior Leaders.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- To follow agreed policies for communications in the school.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support actively the Trust and Studley High School's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To Comply with the Trust GDPR policy
- To comply with the Trust Staff Code of Conduct

COMMITMENT TO SAFEGUARDING CHILDREN

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:
- Having awareness of the school safeguarding policy and procedures regarding child protection.
- Become aware of the signs and symptoms of abuse by attending relevant safeguarding training.
- Understand and support the school by attending training relevant to current national safeguarding issues such as The Prevent Duty, Child Exploitation, Female Genital Mutilation, Online Safety and you must adhere to the filtering and monitoring protocols.
- Report all causes for concern to the Safeguarding team using detailed and accurate information.
- Ensure the safety of all students in the school learning environment both indoor and outdoor.
- It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead (or in the case of staff to report to the Headteacher).

EQUALITIES

- To understand and comply with the Equal Opportunities Policy.
- The Trust is committed to the promotion of equal opportunities and diversity.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.



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SIGNATURES

The trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Special Requirements:

An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful application. References will be requested.

Signed
[Associate Staff]

Signed
(Headteacher)

Dated
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Dated

Signed
[Associate Staff]

Signed
(Headteacher)

Dated
[Associate Staff]

Dated
(Headteacher)