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### LEARNING SUPPORT ASSISTANT

### JOB DESCRIPTION

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| **Job title** | Learning Support Assistant |
| **School:** | Warblington School |
| **Line manager:** | SENDCo |
| **Supervisory responsibility:** | The postholder may be responsible for the supervision of the work of classroom assistants relevant to their responsibilities |

# ROLE REQUIREMENTS

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| **Accountabilities** | **Accountability Statements** | **% of**  **Time** |
| **Support for students** | * Working with individual or groups of students, assist  in ensuring students are kept on task and complete activities  set by teachers. * Deal with behavioural and special needs issues in conjunction with the teacher   the teacher | 50 |
| **Support for teachers** | * Help implement lesson plans * Provide feedback to students in conjunction with the Learning Support Team | 15 |
| **Support for Curriculum** | * Assist the teacher with testing and assessment * Review progress of students against learning programmes | 15 |
| **Support for the School** | * Implement curriculum policies * Detect signs of behavioural issues * Work with outside agencies * Break supervision * First Aid ( willing to obtain certificate ) | 15 |
| **Corporate  and Statutory Initiatives  - equalities /**  **health and safety /**  **e-government / / sustainability** | * Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace | 5 |

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| The key decision making areas in the role |
| * Implement lesson plans, deal with student behaviour and make judgements about student progress / student needs normally in conjunction with the teacher * Undertake tasks broadly determined by the teacher * The Learning Support Assistant would not normally carry out specific specialist responsibility |
| The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff) | |
| * Role dimensions vary according to the experience of the Learning Support Assistant | |
| **The main contacts – external/internal customer contacts and purpose** | |
| * Internal (in school) – students, other colleagues, teachers, Deputy Headteacher, Special Needs Governor, other members of governing body * External (outside school) – (usually under the direction of the SENDCo) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police | |
| Working conditions – environment, and physical effort or strain. | |
| * School and classroom based learning environment (sometimes significantly constrained in terms  of space/equipment/seating) – responsibility, with teacher, for maintaining calm * External working on trips, educational visits etc * Trained to undertake very personal / intimate medical work for children with special needs * Manual handling responsibilities * Expected to maintain behaviour management standards of students, some of whom can be especially challenging and difficult, and deal with racial / abusive language and bullying * Health & Safety responsibility for self, students and area which is particularly demanding  in a child-centred environment | |
| Context/additional information | |
| * There is a high confidentiality component with the need to hold the trust and confidence of both the students and teachers. It acquires information on child protection / family sensitive issues which must be treated carefully and appropriately. * High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The post holder’s working hours require constant student contact and there is no provision for attendance when students are not there. * The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problems. | |

**PROGRESSION IN ROLE**

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| **Entry: Necessary role-related knowledge, skills and experience at selection** |
| * Empathy with students and sympathetic to their needs * Basic literacy and numeracy skills * Good communication skills and able to clarify and explain instructions clearly * Professionally discrete and able to respect confidentiality on particular issues * Well developed interpersonal skills and sense of humour enabling effective relationships  with a variety of different people * Team Worker |
| **Initial induction / training required to become effective in the role** |
| **Estimated time to become operationally effective 6 – 8 months Induction 3 – 6 months** |
| * attendance at LEA induction course for Learning Support Assistants * “shadowing” experienced Learning Support Assistants in school * knowledge of school and school systems / policies * understanding of curriculum, particularly literacy and numeracy requirements * approach towards student discipline and behaviour * relationship between and respective responsibilities of teacher and Learning Support Assistant * professional relationships between staff and students * support from ‘mentor’ LSA * manual handling skills * developing health and safety knowledge * independent working, supported by teacher, with groups or individual students |
| **Section K – Operationally effective: How would effectiveness in role be demonstrated?** |
| * Firm, sensitive and effective approach towards student discipline * Good organisational ability * Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans) * Able to monitor and record student progress * Competent in working with group of students with some supervision from the teacher * Ability to apply knowledge and skills from training in practical classroom context |
| **Section L - Adding value: What characteristics will the advanced role holder demonstrate?** |
| * Flexible in relation to tasks undertaken and groups / students allocated * Ability to motivate and encourage students appropriately * Ability to work independently and with initiative * Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (eg parents, education psychologist, speech therapist) * Progression of specialist qualification / skills to deal with needs of particularly challenging students. |