

JOB DESCRIPTION

School/College:



Job Title: LEARNING SUPPORT ASSISTANT (LSA)

Grade: 5

Post Number:

Responsible To: Phase/ Key Stage Co-ordinator; Headteacher

**Key Relationships/
Liaison with:** Class Teacher(s), other classroom support staff, SENCo

Job Purpose: The LSA will work under the direct supervision of a teacher to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting individuals or small groups of pupils.

**Occupational
Standards:** Supporting Teaching and Learning (STL) Level 2 – see Job Specification

MAIN DUTIES AND RESPONSIBILITIES:

1. To provide agreed support to the teacher in the delivery of planned whole class learning activities.
2. To work under the direct supervision of a teacher to carry out planned learning activities with small groups or individual pupils, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
3. To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
4. To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
5. To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
6. To interact with and respond positively to children, young people and adults.
7. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
8. To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
9. To prepare and utilise ICT resources to support pupils learning.
10. To prepare and support the use of learning materials and create visual displays, in accordance with the requirements of the teacher, in order to

facilitate a relevant physical learning environment.

11. To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
12. To contribute to the provision of support for bilingual / multilingual pupils if required.
13. To invigilate internal and external tests and examinations under formal conditions.
14. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special schools)

Optional extra responsibilities not affecting the grade of the post:

15. To undertake midday supervision duties.
16. To provide toileting support to pupils as necessary.*
17. To support, as appropriate, in instances where pupils are unwell whilst at the school/college.*

* these duties only to be included by negotiation with individual employees, and after appropriate risk assessment and training have been undertaken.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

*This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.***

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.
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5

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	Essential	Desirable	How assessed
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> NVQ 2 in Supporting Teaching and Learning, or equivalent <p>OR</p> <p>Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post.</p> <ul style="list-style-type: none"> Level 2 qualifications in maths/numeracy and English/literacy 	✓		App/Doc
<p><u>Experience</u></p> <ul style="list-style-type: none"> Experience of supporting teaching and learning in a formal setting 	✓		App/Int/ Ref
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. 	✓		App/Int/ Ref
<p><u>Skills/Attributes</u></p> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to work effectively as part of a team. 	✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref
<p><u>General Circumstances</u></p> <ul style="list-style-type: none"> Attendance - evidence of regular attendance at work. An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓ ✓		App/Ref/ Med App/Int
<p><u>Factors not already covered</u></p>			

	Essential	Desirable	How assessed
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)