



Job Description

Job Title	SEND Learning Support Assistant
Pay scale	Level 4 SCP 6-7
Location	Barons Court Primary School and Nursery
Responsible to	Phase Teachers/Deputy Headteacher/ Assistant Headteacher/ Head of School/Executive Headteacher
Purpose	To complement the professional work of teachers by taking responsibility for agreed learning activities through assisting and supporting pupils with special educational, social, emotional and behavioural needs.
Job context	The LSA will ensure that pupils can fully integrate in the activities undertaken within class and make good progress across their areas of learning. Their main role will be to provide 1:1 or a higher adult:pupil ratio of support for children with special educational, social, emotional and behavioural needs. Duties will include running specific programmes and activities to assist pupils' individual learning and social needs. The LSA will be responsible for implementing the targets on pupils' Individual Support Plans in liaison with the homegroup teacher and pastoral team.
General Responsibilities	• To provide pupil care that is consistent with all regulatory standards and compliant with policies and procedures. • To help to keep children safe and to report any safeguarding issues to the line manager and designated person. • To respect confidentiality at all times. • To comply with the Learning in Harmony Trust Code of Conduct. • To support children to access the learning environment successfully. • To support the development and effectiveness of working in teams by working cooperatively and flexibly within working practices to meet the needs of the children. • Establish productive working relationships with pupils, acting as a role model and setting high expectations. • To implement, in line with the schools relational policy, agreed behaviour management strategies to promote positive behaviour and support pupils to manage their own behaviour. • To develop and promote positive relationships with pupils who are being supported. • To attend to pupils' personal needs including help with social, welfare, general cleanliness and health matters including minor first aid. • To undertake any training commensurate with the post and to reflect on and develop practice. • To take responsibility and due regard for personal safety and that of others. • To support, uphold and contribute to the development of the school community.



Key Teaching and Learning Responsibilities	• Work with individuals and provide learning support for pupils in class, group or in 1:1 situations. • Develop knowledge of the particular needs of the children and seek advice from teachers, senior leaders and outside agencies as required. • Aid access to the full range of learning experiences both inside and outside of the classroom and provide modified materials as required. • Implement appropriate support strategies as suggested and advised by the Phase Teachers, senior leaders, Educational Psychologists or other outside agencies. • Organise and maintain an inclusive learning environment across the whole school environment. • Facilitate inclusion in small group activities with peers and support interaction between them. • Support individual pupils' development during whole-class, group and individual learning activities which enhance pupil's progress. • Support learning and implementation of the early years or national curriculum, codes of practice and school policies and procedures. • Implement planned learning activities/teaching programmes within all areas of the curriculum as agreed with the teacher, adjusting activities according to pupils' responses as appropriate. • Observe pupil performance and development by carrying out and reporting on systematic observations of pupils to gather evidence of their knowledge, understanding and skills. • Share observational findings, working with the teacher and contribute to the implementation of further activities to support the development of individual children's needs. • Assist in keeping records on the pupil's progress under the guidance of teaching staff. • Promote the transfer of learning from outdoor experiences and escort and supervise pupils on educational visits and out of school activities.
Key Pupil Responsibilities	• Promote the inclusion and acceptance of children with special educational needs within the learning spaces ensuring access to learning through appropriate clarification, explanation and resources. • Promote children's well-being and resilience. • Ensure the activities in which pupils are engaged in are conducted in a disciplined, safe and healthy environment and that children take responsibility for their own learning and school resources. • Ensure pupils receive high quality provision designed to stimulate interest, enthusiasm and enjoyment in learning, leading to the pursuit of excellence. • Foster strong links between the school and home environment.
Key Curriculum responsibilities	• Exemplify high quality of learning developing skills, knowledge and understanding and practice whilst meeting the aims and objectives of the school and establishing high levels of expectation. • Provide appropriate support according to the educational needs of all pupils.



	• Follow a curriculum which, in addition to fulfilling statutory requirements strives to meet the needs of each child, paying attention to special educational needs and cross curricular links.
Supporting the Wider Work of the School	• Work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills. • Attend planning meetings with the Phase Team to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills. • Provide regular feedback to the Phase Team and where necessary, relevant outside agencies about any pupils progress and areas for development. • Support and encourage positive partnerships between the home and the school. • Comply with and assist with the development of policies and procedures, relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. • Contribute to the overall ethos/work/aims of the school. • Establish constructive relationships and communicate with other professionals, in liaison with the teacher, to support achievement and progress for pupils.
General Responsibilities	All employees are expected to: • Undertake any training commensurate with the post. • Show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others. • Support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community. The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business. This job description does not form part of the contract of employment.



Person Specification

Attributes	Essential	Desirable
Qualifications	• Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience. • Good reading, writing and maths skills (National qualification Grade C or equivalent).	• Knowledge of ICT to support learning.
Experience	• Successful experience of working with children in a school or early year's environment. • Experience of working with children on a one-to-one basis and in small groups. • Experience in delivering work with SEND children. • Experience of helping children learn to read and write. • Ability to work in a changing environment.	• Experience of working in a school setting. • Basic knowledge of First Aid and understanding of the School policies & procedures/Paediatric First Aid qualified. • Experience of working with children who have a wide variety of educational needs. • Experience of recording and monitoring pupil progress. • Experience of planning the delivery of learning activities for children.
Knowledge and Understanding	The LSA should have knowledge and understanding of: • Working knowledge of National Curriculum and EYFS curriculum. • Safeguarding in respect to young children and be keen to undergo further training. • The different social, cultural and physical needs of pupils. • How children learn and behave. • How to support children with emotional, social and communication needs. • How to support and enhance children's learning. • How to support children with Special Educational Needs. • The role of others working in and with the school. • The value of the role of parents and carers in supporting children.	• Working knowledge of school policies and procedures e.g. safeguarding and health and safety. • Good understanding of the general aspect of child development & Early Years with the ability to assess progress and performance.
Skills	The LSA will be able to:	• Use ICT effectively to support



	• Work with groups or individuals effectively. • Be productive and show initiative. • Motivate pupils to learn and be sociable. • Have patience, be flexible and innovative with a clear understanding of how children, who find learning new concepts and remembering taught concepts difficult. • Make clear observations and contribute effectively to assessment processes and procedures. • Model exemplary behaviours. • Extend children's thinking skills through promoting pupil independence. • Encourage excellent social skills for all pupils. • Be an effective communicator with children, parents and staff.	learning.
Personal qualities and characteristics	The LSA must be: • Able to plan and prioritise tasks and work under pressure at a busy, inclusive primary school. • Be approachable, committed, empathetic, enthusiastic, organised, patient, professional, and resourceful. • Demonstrate a positive attitude including, the ability to problem solve. • Be a team player, able to work with staff and to show initiative when appropriate. • Be able to keep confidentiality, not to be judgemental and to undertake appropriate training as required. • Have a real commitment to the values of the school. • To attend INSET and to contribute to the team spirit at Barons Court. • High quality teaching and learning and professional development.	