

## Job Description: SEND Learning Support Assistant (LSA)

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Combs Ford Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### *Job Details*

**Job Title:** SEND Learning Support Assistant (LSA)

**Salary:** National Joint Council Pay Scale Grade 3 Points 4-6

**Hours:**

- 08:30-15:30
- 30 Minute Lunch Break
- 32.5 hours a week
- 38 weeks a year with additional compulsory training days based on the needs of the school.

**Contract Type:** Permanent or Fixed-Term (Refer to Contract Letter)

**Reporting to:** SENDCo

### *Main Purpose*

The SEND Learning Support Assistant (LSA) will:

- Provide learning and care support for children with special educational needs and disabilities (SEND) in class, in small groups or 1:1.
- Be the *Designated Adult* for named children.
- Work with the teacher to plan and deliver activities.
- Support children with routines, transitions and behaviour management including successful entry into school in the morning.
- Responsible for supervising children and leading activities during the lunch break to ensure that the break runs effectively and that the safety and welfare of children is maintained.

## *Duties and Responsibilities*

### **Supporting Children**

- Build positive relationships with children, promoting high self-esteem and independence.
- Adapt communication style to respond to children according to their individual needs.
- Support children with their social, emotional and mental health needs, escalating concerns where appropriate.
- Promote high standards of behaviour, responding to incidents in line with the school's *Behaviour for Learning Policy* and guidelines on physical intervention.
- Assist the Class Teacher and SENDCo with the development and delivery of support plans.
- Look after children when they are unwell or upset and deal with minor injuries and medical needs. This may include attending to their physical needs such as assisting them to dress and undress, go to the toilet, changing their clothes or assisting them with inhalers.

### **Teaching and Learning**

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the children's achievement.
- Contribute to the planning of learning activities for individual or small groups of children with SEND using mediation, reinforcement, assessment and intervention.
- Support in class and deliver interventions.
- Support the teaching of a broad and balanced curriculum aimed at children achieving their full potential in all areas of learning.
- Read and understand lesson plans shared prior to lessons.
- Use IT skills to advance children's' learning.
- Through observations, provide regular feedback to teachers on children's progress, attainment and barriers to learning.
- Support class teachers with maintaining good order and discipline among children, managing behaviour effectively to ensure a good and safe learning environment.
- Contribute to the overall ethos, aims and work of the school.
- Undertake any other relevant duties given by the class teacher or SENDCo.

### **Working with Staff, Families and Relevant Professionals**

- Share knowledge and understanding of children with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Communicate effectively with families under the direction of teachers.
- Contribute to meetings with families by providing feedback on children's progress, attainment and barriers to learning, as directed by teachers and SENDCo.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

## Professional Development

- Keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

## Other Areas of Responsibility

### Lunchtime Play Leader

- Use own interests and skills to create and organise structured activities or games, adjusting them according to children's responses.
- Encourage children to interact with others and engage in organised activities while promoting and reinforcing children's self-esteem.
- Encourage good behaviour in the playground (follow the School's *Managing Behaviour at Lunchtime* guidelines).
- Establish constructive relationships with children and interact with them according to individual needs.
- Promote the inclusion and acceptance of all children.
- Be responsible for the safe use and storage of all equipment used.

### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all children in the school.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the SENDCo or Headteacher.

## Person Specification

Criteria	Qualities
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths.</li> <li>• Willingness to undertake a SEND Teaching Assistant Level 3 course (fully-funded).</li> <li>• Willingness to undertake ELSA training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting.</li> <li>• Experience working with children people with SEND.</li> <li>• Experience planning and delivering learning activities.</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills.</li> <li>• Good organisational skills.</li> <li>• Ability to build effective working relationships with children and adults.</li> <li>• Skills and expertise in understanding the needs of all children.</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs.</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and children.</li> <li>• Excellent verbal communication skills.</li> <li>• Ability to work as part of a team and to be flexible in their approach to daily routines.</li> <li>• Active listening skills.</li> <li>• The ability to remain calm in stressful situations.</li> <li>• Knowledge of guidance and requirements around safeguarding children.</li> <li>• Good IT skills and willingness to develop these, particularly using IT to support learning.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enjoyment of working with children.</li> <li>• Sensitivity and understanding, to help build good relationships with children.</li> <li>• A commitment to getting the best outcomes for all children and promoting the ethos and values of the school.</li> <li>• Commitment to maintaining confidentiality at all times.</li> <li>• Commitment to safeguarding children's wellbeing.</li> <li>• Commitment to safeguarding children's equality.</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference.</li> <li>• Capacity to inspire, motivate and challenge children.</li> <li>• A good sense of humour.</li> </ul>

## Notes

This job description may be amended at any time in consultation with the postholder.

Last Review Date:	13 <sup>th</sup> June 2024
Headteacher's Signature:	
Date:	
Postholder's Signature:	
Date:	