



JOB DESCRIPTION :	LEARNING SUPPORT ASSISTANT
RESPONSIBLE TO:	SENDCo or Head of Cullum Centre
IMPORTANT FUNCTIONAL RELATIONSHIPS:	Teachers and Learning Support Colleagues
GRADE:	13 - 16
HOURS:	As per contract

Job purpose

- To support access to learning for identified students under the direction of the Special Educational & Disability Needs Coordinator and/or Head of Cullum Centre in order to maximise student wellbeing, independence and achievement.
- To work closely with colleagues and other professionals as required (such as speech and language/ occupational therapists).
- To contribute to the overall ethos, work and aims of the team and support the line manager and team colleagues to share this across the school community.

Job specification

- To establish and maintain good relationships with students, colleagues and other professionals.
- To show empathy to the core needs of students with special needs and work collaboratively as part of the team and wider school community to develop (plan, and communicate) appropriate support for identified students.
- To establish clear guidelines with line manager, colleagues and students regarding the kind of support to be provided.
- To communicate effectively and sensitively to teachers and staff in the school relevant information about identified students, in consultation with the line manager.
- To work with the line manager/ Lead Teacher to establish an appropriate learning environment, and to support teaching staff in respect of planning, preparation, assessment and administration.
- To motivate and encourage students to become independent learners within their own ability, adjusting activities according to student needs and responses within assessment activities, and to assist students achieve their goals.
- To motivate and encourage students to help develop their sense of wellbeing, and support in developing their social skills to enhance opportunities for interactions and friendships with others.
- To encourage students to interact and work co-operatively with others.
- To establish a supportive relationship with parents/carers in order to facilitate strong and constructive links between home and school.
- Where appropriate, to assist with the preparation of appropriate materials and resources, for use in the classroom and within the Centre.
- To maintain records of supported lessons including student progress, achievement and problems, and provide verbal and written feedback as required.
- To contribute to student reviews as required, parent meetings and annual reviews.
- To assist in escorting students on educational visits and participate in extra-curricular activities as required.

- To understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures and to report any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff.
- To abide by policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To use ICT effectively to support learning activities and develop students' competence, confidence and independence in its use.
- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy and within deadlines, including data inputting, returns and reports.
- To support students with internal and public exams as appropriate.
- To attend and contribute within relevant meetings and training sessions.

General

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of safeguarding and child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff members participate in the school's performance management scheme

Signed: _____ postholder Date: _____

LEARNING SUPPORT ASSISTANT : PERSON SPECIFICATION



HINCHLEY
WOOD SCHOOL
INSPIRING LEARNERS

Qualifications and Experience	<p>Essential</p> <ul style="list-style-type: none"> • Studied to a minimum standard of GCSE (grade A*–C) or equivalent, in English and maths. • Experience of working with children/young people <p>Desirable</p> <ul style="list-style-type: none"> • First Aid Qualification • Experience of supporting students with autism • NVQ for Teaching Assistant or equivalent qualification and/or experience
Knowledge and Skills	<p>Essential</p> <ul style="list-style-type: none"> • Good verbal and written communication skills appropriate to the need to communicate effectively with students, colleagues and other professionals. • Ability to work constructively as part of a team, understanding school roles and responsibilities including own • Good standard of numeracy and literacy skills • Ability to use basic ICT packages and equipment effectively • Ability to absorb and understand a wide range of information <p>Desirable</p> <ul style="list-style-type: none"> • Ability to lead and support extra-curricular activities beyond the school day • Working knowledge of behaviour management strategies. • Understanding of child development and learning principles. • Knowledge of requirements regarding curriculum delivery and learning strategies
Personal Qualities	<p>Essential</p> <ul style="list-style-type: none"> • Ability to build and form good relationships with students and colleagues. • A diplomatic and patient approach • Able to deal appropriately with confidential information/situations • Able to follow direction from line manager • Efficient and meticulous in organisation. • Able to form good relationships with students, staff and service users. • Initiative and ability to prioritise one’s own work. • Desire to enhance and develop skills and knowledge through CPD. • Commitment to the highest standards of child protection and safeguarding. • Recognition of the importance of personal responsibility for health and safety. • Commitment to the school’s ethos, aims and its whole community • Recognition of the importance of personal responsibility for health & safety. • Ability to show empathy