

Job Description – Learning Support Assistant

Salary / grade: GS3

Hours: up to 27.08 hours per week

Contract type: part time, permanent, term time only (38.6 weeks, including 3 INSETS)

Responsible to: SENDCo

Main purpose

To assist in the education, support and integration of students with Special Educational Needs within mainstream schooling. Ensure the best possible achievement for all pupils.

Duties and responsibilities

SEND Students

- Draw on knowledge of Special Needs to develop an understanding of the individual needs of students.
- Aid SEN students to learn as effectively as possible both in group situations and individually, taking into account their diverse needs.
- Encourage acceptance and integration of SEN students.

All Students

- Establish supportive relationships with all students.
- Develop methods of promoting and reinforcing students' self-esteem.
- Deliver programmes of work to small groups.

Professional Responsibilities

- Record and review student progress against agreed targets.
- Liaise with colleagues both within the department and teaching staff.
- Provide support as indicated by Access Arrangements in public exams.

Duties for all

- To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others
- To have regard and comply with safeguarding policy and procedure as appropriate
- To meet the professional standards for teaching assistants.

Working with students aged 11-16 in a large comprehensive school: in whole class situations as well as in small groups. Most LSAs are faculty based and work under the direction of a teacher. An important role of a learning support assistant is to support the teacher in ensuring the best possible outcomes for all pupils. This would include adopting relevant strategies to increase the attainment and encourage participation of all pupils. The nature of the job requires a great deal of patience and understanding as LSAs generally work with the neediest students as well as encountering challenging behaviour.

In the same way as teachers, learning support assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position. Learning Support Assistants need to be able to work collaboratively with classroom teachers and other colleagues and keep other professionals accurately informed of performance and progress of students.

There is a daily briefing with the SENCO. There are also ad hoc meetings for departmental liaison, target setting and training: both in house and from outside agencies. A learning support assistant would be expected to take opportunities to acquire the appropriate skills, qualifications and experience required for the learning support assistant role, with support from the school.

General

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

Fullbrook will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Description is current at the date shown but following consultation with you, may be changed by Leadership to reflect changes in the job which are commensurate with the salary and job title.

I have read and understand the job requirements, responsibilities and expectations set forth in the job description provided for my position. I agree that I am able to perform the essential job functions as outlined.

Postholder's signature: _____ **Date:** _____

Postholder's name: _____

Job title: Teaching Assistant

The table below outlines the essential and desirable criteria, which will be used to select the candidate(s) for this post.

Criteria	Essential	Desirable	Assessment method
Qualifications and knowledge	Level 2 Numeracy and Literacy.	SEN issues and specific needs	Evidence from application form (A) interviews (I) and references (R)
Skills	Team player. Good communication skills (both written and verbal).	ICT. Counselling Skills.	A, I, R
Experience		Previous experience of SEN students and/or Secondary education.	A, R
Other requirements	Patience and humour. Calm under pressure and adaptable. Tolerant and diplomatic. DBS Clearance		I, R