THE RAMSEY ACADEMY, HALSTEAD

LEARNING SUPPORT ASSISTANT

At The Ramsey Academy, Halstead we believe that students with special educational needs have the same entitlement to a broad and balanced curriculum as any other student; that all students are valued equally; have the opportunity to develop their own skills to the greatest extent possible and, that parents are entitled to be consulted to ensure an effective partnership between home and School.

The Ramsey Academy, Halstead SEN Policy

As a result of this belief, the needs of students are met within the classroom, wherever and whenever possible, with and without in-class support, provided by the Learning Support Team. The team is led by the SENCO - Susannah Muir, and nine assistants covering about 120 students on the SEN register.

A formula is used to allocate the support for students within all the learning areas of the school. Non-teaching assistants work during the five lessons of the normal school day and the timetable for all assistants is drawn up after discussion with each assistant, using their subject strengths and interests. All assistants work across the Key Stages, with a variety of students, to enable the students to develop as independent learners, and not become dependent on one assistant.

Work will consist of a variety of tasks including some or all of the following:

- In-class support for students with learning difficulties and/or behavioural/emotional difficulties.
- In-class support for students with physical difficulties.
- Withdrawal lessons of small groups of students for basic literacy skills.
- Withdrawal lessons of small groups of students for developing social skills.
- Acting as a reader during exams for students with special consideration.
- Acting as a scribe during exams for students with special consideration.
- Monitoring of progress for specific targets from Individual Education Plans.
- Attending review meetings.

In-class support may consist of a variety of tasks, after negotiation with the subject teacher and Line Manager, for example:

- Acting as a scribe.
- Acting as a reader.
- Assisting the student with staying on task.
- Breaking tasks down into smaller, more manageable units.
- Acting as an interpreter of tasks.

The main requirements for this post are a sense of flexibility, tolerance and a sense of humour. Meeting the needs of students may involve instant changes to the timetable or schedule for the day. Applicants also need to be educated to GCSE Grade C or above, or the equivalent.

In service training will be available according to the needs of the individual.

September 2021

Job Description

Job Title	Teaching Assistant (Secondary)
Grade	Scale 3 Points 4 - 5
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and School policies and procedures.
Principal Accountabilities	Working with individuals or small groups of children under the direction of teaching staff Support pupils with activities which support literacy and numeracy skills
Duties	• Establish positive relationships with pupils supported • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate • Promote positive pupil behaviour in line with School policies and help keep pupils on task • Interact with, and support pupils, according to individual needs and skills • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources • To participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour • Monitor and record pupil activities as appropriate writing records and reports as required • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher • Assist with the development and implementation of IEPs • To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid. • To assist with the preparation, maintenance and control of stocks of materials and resources • Liaise with other staff and provide information about pupils as appropriate • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities • To assist with escorting pupils on educational visits
General	• To understand and apply School policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant School meetings as required • To respect confidentiality at all times • To participate in the performance and development review

	process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out the appropriate duties within the context of the job, skills and grade.

TEACHING ASSISTANT (J)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a School/early years environment Educated to NVQ Level 2, GCSE Grade C or above NNEB or equivalent qualification/experience Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the School's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the School curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the School Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately

Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role