



Job description for a Learning Support Assistant supporting pupils, including those with SEND at Our Lady Immaculate Catholic Primary School.

Job Title:	Learning Support Assistant
Responsible to:	Headteacher / Class teacher / Inclusion Manager
Receive Instruction from:	Headteacher / Class teacher / SENCO / Subject teachers / Specialist Advisory Staff
Purpose of Job:	To assist in the support, integration and development of independence of a pupil with special needs within a mainstream school. To work in partnership with class teachers to support learning in line with the expectations of the National Curriculum and school policies and procedures.

Job Duties: (Individual Pupil)

Supporting the Pupil in accessing the whole curriculum

To:

1. aid the pupil to learn as effectively as possible both in group situations and on his/her own
2. support in delivering the provision as outlined in the pupil's EHCP
3. establish a positive relationship with the pupil concerned
4. encourage acceptance and integration of the pupil with special needs
5. develop methods of promoting/reinforcing the pupil's self-esteem
6. facilitate and actively encourage independent communication with peers
7. actively encourage the pupil's independence and self-reliance

Supporting the Teacher

Working in conjunction with the class teacher and SENCO, to support the planning, progress, evaluation and development of the whole class by:

1. working within the overall ethos of the class to promote emotional well-being and positive behaviour in line with school policies and to help keep pupils on task
2. having an awareness of the range of needs within a class
3. working and interacting with individuals and small groups, of a range of abilities, to implement planned learning activities as directed by the class teacher, adjusting activities according to pupils' responses, as appropriate
4. contributing to the class record-keeping as agreed by the class teacher and SENCO
5. supporting and implementing the strategies outlined on a pupil's support plan
6. providing feedback to the class teacher and SENCO on the successes and difficulties the pupil may be experiencing



7. participating in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil(s) progress and behaviour
8. assisting with the preparation of resources for lessons, displays or other activities
9. observing confidentiality
10. directing parents' queries to the teacher

Supporting the School

To:

1. supervise pupils for limited and specified periods including break-times when the post-holder should facilitate games and activities (provided by class teacher)
2. be willing to undertake lunchtime duties
3. attend relevant in-service training
4. comply with individual responsibilities, in accordance with the role, for Health and Safety and Safeguarding in the workplace

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION

JOB TITLE: Learning Support Assistant

The person appointed should be committed to inclusive education and demonstrate the following qualities and skills.

He/she will:

- have good literacy and numeracy skills;
- possess excellent verbal communication skills
- enjoy working with children;
- empathise with pupils experiencing a variety of difficulties;
- take an active part and interest in the life of the school;
- observe confidentiality;
- be able to use his/her own initiative;
- be adaptable;
- remain calm under pressure;
- have a sense of humour;
- have a positive attitude;
- be self-motivated and well organised;
- encourage independence;



- have good observational skills;
- be able to relate to adults; have good communication skills;
- be able to contribute to regular recording of difficulties and progress;
- undertake training;
- work under supervision and guidance;
- work in a variety of settings, e.g. classroom, playground, withdrawal sessions, school trips.

What should LSA expect from teachers?

He/she can expect:

- to be well-briefed as to expected role each session;
- to be given time to feedback re: a specific activity or child;
- to be informed of any changes to routine that may affect them or specific pupils, e.g. a supply teacher, outside agency support;
- to be informed of any information regarding specific pupils e.g. feedback after a meeting with parents, further information obtained about a child from another agency etc.;
- clear advice regarding record-keeping;
- to be treated with respect and as a fellow professional;

What should teachers expect from LSAs?

He/she can expect:

- modelling of appropriate behaviour;
- a positive and sensitive approach to all children (non-judgemental) and the understanding of the need for flexibility of approach;
- complete confidentiality;
- discussion re: concerns/successes only with other members of staff, and especially with the member of staff directly concerned;
- clarification of any uncertainties regarding expectations;
- following of absence procedures as documented in School Handbook;



- having regard to boundaries, i.e. leaving personal issues behind at the school gate;
- ensuring record-keeping is up to date and liaising with the appropriate member of staff if necessary.