



Job Description Learning Support Assistant

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| Role Purpose | To provide personalised support to learners with autism and other complex learning needs both in the mainstream classroom and in our autism hub. This will primarily involve in-class support to access learning in the classroom alongside supportive intervention designed to meet the wider holistic needs of the learners, in line with their individual EHC plans. |
| Accountable To | Headteacher, SENCO, Autism Hub Leader and Class Teachers |
| Responsible For | The day to day support of learners with high need learning and autism |
| Salary/Grade | Honywood Pay Scale 12-16 |
| Core Responsibilities | |
| <ul style="list-style-type: none"> To support learners with high need SEND or an Education, Health and Care Plan, both in or out of the classroom environment To liaise with the classroom teachers of these learners to aid their planning of differentiated learning resources To follow established SEND intervention and monitor learners' progress with these To assist the SENCO and Autism Hub Leader in collecting and collating information about the learners' school experience and progress To assist learners to develop greater independence To establish respectful and trusting relationships with children, their families and carers and other adults To supervise learners for limited and specified periods including break and lunchtimes To assist with escorting learners on educational visits | |
| Role Specific Responsibilities | |
| <i>Curriculum</i> | <ul style="list-style-type: none"> To work in partnership with the class teachers to support learning as effectively as possible for all learners To support the use of ICT in the classroom and develop learners' competence and independence in its use To promote positive learner behaviour in line with school policies |
| <i>Assessment & Progress</i> | <ul style="list-style-type: none"> To contribute to Learning Reviews for the learner and attend any relevant school meetings when required To assist in the collection of information for annual reviews for learners when required To follow established SEND interventions and monitor learners' progress with these To assist the SENCO and Autism Hub Leader in collecting and collating information about the learners' school experiences and progress |
| <i>Colleagues</i> | <ul style="list-style-type: none"> To liaise, advise and consult with members of staff supporting the learner when required To liaise with the classroom teachers of these learners to aid their planning of differentiated learning resources To work in partnership with the class teachers to support learning as effectively as possible for all learners |
| <i>Learners</i> | <ul style="list-style-type: none"> To establish a positive relationship with supported learners To support learners with activities which support literacy and numeracy skills To supervise learners for limited and specified periods including break and lunchtimes To assist with escorting learners on educational visits |
| <ul style="list-style-type: none"> Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager and/or the Headteacher to undertake work of a similar level that is not specified in this job description. Employees are expected to present themselves and to act in a professional manner at all times. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. | |

Person Specification

| Qualifications | Essential | Desirable |
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| Is qualified to GCSE Grade C/4 or above and/or Level 2 English and Mathematics | X | |
| A Level (or equivalent) education | | X |
| Experience | | |
| Have experience supporting young people or children with SEND | X | |
| Evidence of previous experience working in a school or similar sector | | X |
| Knows and understands what constitutes high quality learner support | X | |
| Ability to relate well to children and adults | X | |
| Knowledge/Skills (ability to) | | |
| Knows and understands how support learning can enrich a learner's wellbeing | X | |
| To have some knowledge of an understanding of the expectations in meeting the needs of young people with SEND | | X |
| Knowledge of current issues facing young people and families with SEND | | X |
| Ability to work as part of a team | X | |
| Knowledge and willingness to learn how to use the school IT system | X | |
| Have a non-judgemental manner | X | |
| Communicates well with and between staff, learners and parents | X | |
| Willingness to undertake first aid training as appropriate | | X |
| Personal Attributes | | |
| Commitment to the highest standards of child protection | X | |
| An enthusiasm and a deep commitment to promoting Honywood School values | X | |
| A deep commitment to inclusion and equality of opportunity and working with young people with SEND | X | |
| Commitment to continuing professional development activities | X | |
| Ability to use appropriate interpersonal skills when relating to staff, learners and parents/carers | X | |
| Demonstrate energy, vigour and perseverance and promote a 'Can Do' philosophy | X | |
| The ability to work with resilience under pressure and meet deadlines | X | |
| The capacity to build and maintain strong and effective relationships with all members of the school community | X | |
| Professional and personal integrity | X | |
| Energy, enthusiasm and a positive approach to change | X | |