

Job Outline

Learning Support Assistant

Responsible to: SENCo
Salary Grade: LGS Scale 3
Part Time: 30 hours per week (8.40am–3.10pm), 38 weeks per year + 1 non-pupil day

The Colne Community School and College is an expanding school looking to recruit a dedicated Learning Support Assistant to support the education and welfare of our SEND students. We have a dedicated SEND Team which works closely with our students and families to provide high quality support for our students with additional needs.

Job Purpose

- Working with individuals or small groups of children in collaboration with teaching staff;
- Proactively supporting students with activities designed to enhance numeracy and literacy;
- Supporting SEN students in gaining the ability to utilise IT in the classroom;
- Promoting positive behaviour, raising esteem and encouraging an aspirational culture;
- Working with SEN students to foster their development as independent learners.

Core Requirements

In fulfilling the requirements of the role, the post holder will demonstrate essential professional characteristics and in particular will:

- Inspire trust and confidence in students and colleagues.
- Use the performance management process to enhance personal professional practice in line with the school's aspirations and priorities.
- Promote the wider aspirations and values of the school.
- Recognise the importance of confidentiality and uphold the requirements of the new GDPR legislation.

Key Responsibilities

1. Supporting the Students on the SEN, Disabilities, More Able Registers, PPG or are not making the expected levels of progress:

- a. To aid the student(s) to learn as effectively as possible and to reach their full potential in whole class, group or individual situations.
 - (1) Using questioning to ensure students have understood instructions as to what they have to do, what they will learn and what outcome is expected of them by the end of the lesson.

- (2) Ensuring the student is able to use equipment and materials provided.
- (3) Motivating and encouraging the student.
- (4) Assisting in areas of weakness by:
 - Making notes for the student when lessons missed or as the teacher is giving instructions, to be used in the work that follows
 - Acting as scribe
 - Reading textbook sections and questions
 - Developing reading skills through the paired reading scheme
 - Helping students correct their work
 - Enhancing key cognitive weaknesses by running small group/individual interventions
 - Supporting student's understanding of homework tasks
- (5) Assisting students to remain on task and complete work – focusing on quality of work complete rather than quantity.
- (6) Using questioning and feedback to develop student's skills, knowledge and understanding.
- (7) Meeting the physical needs of students.
- (8) Developing an understanding of individual student needs and methods of working.
- (9) Assisting in planning and differentiation by offering suggestions or producing worksheets/resources to meet student needs.
- (10) Encouraging independence.
- (11) Communicating with the class teacher any student difficulties so the class teacher can address these in future lessons.
- (12) Clarify with students what the next steps in learning will be.
- b. To establish a supportive relationship with the students concerned.
- c. To encourage acceptance and inclusion of all students within the school community.

2. Supporting the Learning Support staff:

- a. Participate in the evaluation of the support programme.
- b. Administration of student reviews.
- c. Ensuring the needs of new students are circulated to relevant staff.
- d. Any other duties assigned by the SENCO.

3. Supporting the School:

- a. Contribute to reviews of the students' progress.
- b. To attend relevant in-service training.
- c. To be aware of school procedures.

General

- To carry out any other reasonable tasks as may be required by the School
- The Sigma Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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All employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and comply with expectations as defined within the school's Code of Conduct and Leave of Absence Policies.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher/Head of School, Sigma Trust committee or the local governing committee to carry out appropriate duties within the context of the job, skills and grade.

The job description is current at the date shown but, in consultation with you, may be changed by the Executive Headteacher/Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.