

## **JOB DESCRIPTION**

<b>Title of Post:</b>	<b>Special educational needs Learning Support Assistant</b>
<b>Grade</b>	<b>BN2M – Scale point 3-5</b>
<b>Hours</b>	<b>17.5 hrs Per Week</b>
<b>Liaison with:</b>	<b>All Staff &amp; Students</b>
<b>Job Purpose:</b>	To work in partnership with class teachers to support learning for a child with additional learning needs, as well as small groups of children, in line with the national curriculum, codes of practice and school policies and procedures. To provide support to children across the school or support students with severe learning, communication, social, sensory and physical difficulties.
<b>Principal Accountabilities:</b>	Provide particular and skilled support to students with severe learning, communication, social, sensory or physical difficulties.
<b>Duties:</b>	<ul style="list-style-type: none"><li>• Work with individuals or small groups of children under the direction of the teaching staff</li><li>• Understand specific learning needs and styles and provide differentiated support to students individually and within a group.</li><li>• Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.</li><li>• Establish positive relationships with students supported.</li><li>• Provide feedback to students in relation to attainment and progress under the guidance of the teacher.</li><li>• Support students with activities which support literacy and numeracy skills.</li><li>• Support the use of ICT in the classroom and develop students' competence and independence.</li><li>• Promote the inclusion and acceptance of children within the classroom, ensuring access to lessons and their content through appropriate clarification, explanation and resources.</li><li>• Promote positive student behaviour in line with school policies and help ensure students remain on task.</li></ul>

- Monitor and record student responses and learning achievements, drawing any problems that cannot be resolved easily to the attention of the teacher or relevant professional.
- Liaise with staff and other relevant professionals and provide information about students as appropriate.
- Encourage the inclusion of students in a mainstream setting by using positive behaviour management techniques designed

**General:**

- Understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development.
- Attend relevant schools meetings as required.
- Respect confidentiality at all times.

**NOTE:**

All staff are expected to:

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
- 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 duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# PERSON SPECIFICATION LEARNING SUPPORT ASSISTANT

General heading	Detail	Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a senior school environment Educated to NVQ Level 2 in learning support or equivalent qualification/experience GCSE or equivalent in English and Maths at grade A*-C Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic understanding of school policies & procedure
	Literacy	Excellent reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
<b>Communication</b>	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
<b>Working with children</b>	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
<b>Working with others</b>	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
<b>Responsibilities</b>	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other learning support assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
<b>General</b>	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

