

Learning Support Assistant (Senior)

Key responsibilities of the role.

Whilst this is a fairly exhaustive list of the responsibilities associated with the role, this list should be appreciated as a guide of the type of things that, at times, you will oversee/have responsibility for. Naturally some of these will form a part of the role every day, but it is not expected that all of these will occur each day. This list should therefore be regarded as an overview of the types of responsibilities associated with the role on broad scale.

- Plan and implement activities and series of lessons for individuals and groups of pupils after consultation with a qualified teacher or other educational specialist (i.e. Ed. Psych, Speech and Language Therapist etc.), differentiating and adapting a learning programme to suit the needs of individual pupils.
- Be competent and confident to support pupils in-class and out of class up to at least GCSE level, including pupils for whom English is an Additional Language (EAL).
- Assess, record and report on development, progress and attainment in consultation with teaching staff.
- Create and adapt appropriate quality resources for lessons planned. These will be adapted to meet the needs of individual SEND.
- Engage in the learning process for the benefit of pupils, this may include accompanying school trips.
- Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning.
- Assist in the efficient management and/or completion of individual pupil records through observation, recording and filing.
- Work with pupils in small groups or 1:1 who may have an adjusted timetable due to their learning and/or specialist needs, including EAL.
- When necessary, be prepared to attend and contribute to all meetings, including those with parents and those offering external services.
- Be able to provide support to individuals/ small groups of pupils/ support in whole classes for pupils who are on the schools Learning Support Database.
- Have a curriculum area of expertise up to at least GCSE level, preferably in either English, Mathematics or the Sciences.
- Contribute to exam access arrangements, this may include being a reader or a scribe for example.
- Guide and support pupils in their personal, emotional and social development and promote and model positive behaviour at all times.
- Assist pupils in becoming independent.
- Ensure that classroom resources are maintained effectively and that the teaching rooms in the Learning Support department are well resourced, by way of learning displays for example.
- Prepare work and activities in advance of the lesson in order to ensure that learning is effective and accessible in order to meet learning outcomes.
- Establish and maintain relationships which foster excellent links between home and school, and keep the school fully informed of relevant information.
- Be aware of confidential issues linked to home /pupil /teacher /school and maintain a high standard of confidentiality and sensitivity in respect of pupil information.
- Work collaboratively with colleagues to meet the needs effectively of all pupils.
- Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school's duty of care.
- Participate in continued professional development in order to further relevant knowledge and skills.

The Person

Experience

Relevant and significant experience in an educational establishment/setting and having worked with children and young people between the ages of at least 11-16 years.	DESIRABLE*
Experience of working with secondary aged pupils with specific learning difficulties such as dyslexia and dyscalculia.	DESIRABLE*
Demonstrable evidence of establishing positive relationships with children and young people.	ESSENTIAL
Demonstrable evidence of experience in supporting secondary aged pupils in a learning environment.	DESIRABLE*

**We are ideally looking for these criteria to be 'essential', but for an exceptional candidate who does not necessarily have such experience, we would still encourage you to apply, hence the desirable rating.*

Knowledge Base

A good standard of education, particularly in English and Mathematics. <i>Please be aware that this will be assessed at interview.</i>	ESSENTIAL
An ability to support pupils with SEND, and/or Additional Learning Needs, including EAL, up to at least GCSE level.	ESSENTIAL
A particular subject strength in either English, Mathematics or the sciences. <i>Please be aware that this will be assessed at interview.</i>	DESIRABLE
Up to date knowledge and understanding of specific learning difficulties.	DESIRABLE
An awareness of a range of Special Educational Needs and Disabilities as well as the SEND code of practice.	DESIRABLE
An awareness of JCQ's Access Arrangements and Reasonable Adjustments legislation.	DESIRABLE
Knowledge of appropriate First Aid procedures.	DESIRABLE
Knowledge of curriculum requirements for pupils aged 5-18 years.	DESIRABLE
Knowledge of the use of basic technology i.e. photocopier, scanner, computer and Microsoft Office programmes.	ESSENTIAL
Knowledge of specialist SEND resources.	DESIRABLE
Knowledge of Child Protection issues.	ESSENTIAL
knowledge of the field of SEND to be able to use initiative to solve problems and work effectively.	ESSENTIAL

Qualifications/Attainment

Evidence of relevant attainment in a recognised Learning Support qualification, ideally an HLTA qualification or, transferable experience.	DESIRABLE
Evidence of recent attainment or training in Child Protection issues/procedures	DESIRABLE
Willingness to participate in further training and developmental opportunities offered.	ESSENTIAL

Skills Required

Excellent listening skills.	ESSENTIAL
Ability to use language and other communication skills to which pupils can relate. Your written English skills should be excellent.	ESSENTIAL
Ability to empathise with the needs of school-aged pupils.	ESSENTIAL
Ability to work effectively with other colleagues, including having strong administrative skills to support the staff you are working with.	ESSENTIAL
Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes.	ESSENTIAL

Attitude/approach

Willingness to be professionally discreet and to maintain confidentiality on all school matters.	ESSENTIAL
Willingness to adopt a flexible approach to all directed tasks.	ESSENTIAL
High levels of initiative and willingness to work independently as well as part of a team. You will need to be able to plan, prioritise and organise your work schedule effectively. An expectation is also that you'll be able to interpret and follow guidance.	ESSENTIAL
Proactive approach to supporting and adapting your practice to meet the needs of individual pupils. An ability to display warmth, care and sensitivity in dealing with children and young people is also essential.	ESSENTIAL
Strong interpersonal skills allowing you to work with all colleagues, and also to motivate and enthuse pupils effectively.	ESSENTIAL
Have a patient and optimistic demeanor.	ESSENTIAL

