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| **Job Description** | |
| **Department** | Inclusion & Diversity Department |
| **Post Title:** | Learning Support Assistant |
| **Salary Scale/Range** | NJC Scale 3 Point 5-6 |
| **Hours** | Full-time staff work 31 hours 40 mins per week, term time only + inset days |
| **Permanent/Fixed Term** | Permanent |
| **Posts Responsible to** | LSA Manager/Deputy SENDCO/Head of I&D |
| **Posts Responsible for** | N/A |
| **Job Purpose**:  To support teaching & learning activities across the school with SEND pupils of all age groups and across a wide range of subjects and classes.  Please note the job is different to that of a Teaching Assistant in a Primary School. Your main role will be to help, encourage and support students in class. | |

**Main Duties and Responsibilities**

* To take a key role in assisting and supplementing the work of the teaching staff in providing for the intellectual, social and physical and special educational needs of students identified as having learning difficulties and assisting in differentiation which enables these students to have maximum access to the curriculum. We aim to encourage our students to work independently on suitable tasks.
* To ensure the safety and well-being of students with SEND moving around the school (accompanying students where necessary)
* To work under the guidance of teaching / senior staff to implement agreed work programmes.
* To support the working aims of the school, in promoting “Achievement, Opportunity and Respect” for all students, irrespective of ability.
* To promote and help develop the inclusive nature of the school.
* To take a key role in supplementing the work of teaching staff to ensure as far as possible that the aims and objectives of each lesson are achieved by students identified on the SEND Register as having learning difficulties.

**Job Activities**

* Working with and supporting a large number of students in a variety of curriculum areas across the secondary age range, with a range of difficulties, including: General Learning Difficulties, Specific Literacy Difficulties, Speech & Language Difficulties, Emotional Difficulties, Medical problems, Mental Health issues, Hearing or Visual Impairment and Autistic Spectrum Conditions. Many students have more than one difficulty. LSAs are required to familiarise themselves, with these conditions and know how they affect specific students. There is an ongoing training requirement.
* LSAs must be sensitive to the needs of these students and exercise judgement about their ability to access certain tasks and the level of support necessary, whilst encouraging students to become increasingly independent. Such judgements must be made by LSAs throughout the day in differing circumstances and with regard to a number of different students. A high level of initiative is required to do this effectively.
* Working as a member of a large team of LSAs, teachers and outside agencies who support these students in school. Communicating professionally and effectively with the SENDCO and others on the team, through both formal and informal structures, to ensure the changing needs of students with SEND are understood and met. Contributing to the formulation, implementation and evaluation of strategies to enable students to access the curriculum
* Working with a large number of different teaching staff (any one of 100 or so teachers, plus supply teachers and Trainee Teachers) in all curriculum areas to assist in planning delivery of lessons, differentiating according to different abilities of children. You will work on both sites of the school (linked by a public subway).
* Advising teachers on the learning needs and preferred learning styles of individual students, particularly as these change over time.
* Using different strategies for differentiation in classroom situations.
* Listening to children and offering appropriate support if necessary. Knowing when to refer a student on to another member of staff.
* Using agreed techniques for behaviour management in line with school policies and procedures.
* Being aware of practices and procedures that are specific to each department and working sensitively within these frameworks.
* Delivering and differentiating agreed learning activities to maximise student access to the curriculum, particularly for students with SEND
* Working with students, encouraging them to interact and work co-operatively with others. Developing and using strategies that are effective when students are reluctant to do so. Working in partnership with the subject teacher to ensure a calm learning environment and student engagement in lessons.
* Liaising with parents and professionals from other services as necessary in a sensitive, professional and effective manner.
* Having access to information, some of which may be confidential, and knowing when, how and with whom it is appropriate to share this.
* Knowing school policies and procedures on child protection, bullying, racism, verbal abuse, etc. and judging which situations infringe these policies and need reporting.
* Knowing and using the school rewards and sanctions systems appropriately.
* Work with a small number of key students as their ‘key adult’. You will build up a relationship with the student, and their parents, over their time in the school checking in on them regularly.
* Dealing with discriminatory or abusive behaviour by other students, directed at students with SEND.

1. **MISCELLANEOUS**

* The postholder works as part of the Inclusion & Diversity Department.
  + To undertake, as required, any other duties appropriate to the post.

1. **Contacts**
   * Teaching Staff
   * Students
   * Outside Agencies
   * Parents
2. **Supervision Received**

Learning Support Assistants are directly responsible to the Head of I&D who line-manages the post but will be supervised by the LSA Manager.

1. **Education**

A good standard of general education is required. Please quote all school subjects and grades attained.

1. **Experience**

Experience of working in a school-based environment is desirable as is experience of working with Secondary age students.

1. **Fitness**

The role involves a lot of walking between classrooms and both sites. Classrooms are on 3 floors. A reasonable degree of fitness is therefore needed.

This job description is subject to an annual review.

**Professional Development**

* Maintain personal professional development to ensure that the knowledge and skills required to fulfil the role are up to date.
* Be a professional role model, and understand and promote the aims and the values of the Trust.

**Safeguarding and Promoting the Welfare of Children and Young People**

* The jobholder is required to adhere to the statutory guidance ‘Keeping Children Safe in Education’ and follow all of the Trust’s policies and procedures in relation to safeguarding at all times.

**Data Protection**

* The jobholder is expected to comply with the provisions of GDPR and the Data Protection Act 2018, and follow all of the Trust’s information governance policies and procedures at all times.

**Equality and Diversity**

The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

The Trust are committed to fulfilling their Equality Duty obligations, including valuing equality and diversity and we expect all employees to share this commitment.

**Health and Safety**

The jobholder has a duty to take care of their own health and safety and that of others who may be affected by their actions at work.

The jobholder must co-operate with the Trust as their employer, and co-workers to help everyone meet their legal requirements and follow the Trust’s health and safety policies and procedures at all times.