

## SYDNEY RUSSELL SCHOOL

### JOB DESCRIPTION – LEARNING SUPPORT ASSISTANT

POSITION: LEARNING SUPPORT ASSISTANT (KS2 specialism)

SCALE: SCALE 4 (point 7-10)

HOURS: 35 hours per week term time only

Closing Date: 15<sup>th</sup> January 2024

#### PURPOSE OF JOB:

The Learning Support Assistant (LSA) will play a key role in creating the conditions for our SEND and most vulnerable students to be successful and achieve their full potential at school. They will be required:

- To provide support for students, teachers and the school in order to maximise the progress of all students.
- To support those identified as having learning needs, complex needs and or social emotional and mental health, by utilising their levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.
- To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.
- To support with intimate care needs as required.
- To provide a personalised programme of support for students with SEMH to further develop their behaviour for learning.
- To keep abreast of current legislation in relation to special educational needs, approaches to student learning and attend training where appropriate.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle.
- To complement teachers' delivery of the curriculum and contribute to the development of students, school policies and strategies.

#### MAIN ACTIVITIES:

The LSA will be required to:

#### Support for the Students

- Implement strategies that enable students with special educational needs including social emotional, mental, and health needs to meet their learning objectives and progress targets. This will include providing individual support to students and groups of students both in lessons and in other contexts.
- Set challenging and demanding expectations that promotes self-esteem and independence.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Act as a reader/scribe/invigilate for identified students.
- Use gap analysis data to inform and deliver interventions/focus groups.
- Lead meetings with SENS students and their parents/carers.
- Attend parent evenings.
- Adapt and customise curriculum materials.

**Support for the Teacher:**

- Undertake student record keeping and updating records, information and data, producing reports as required.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Commit to planning meetings.
- Adhere to Teacher Learning Support Assistant agreement.

**Support for the Curriculum:**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Use equipment/resources required to meet the objectives of the lesson.
- Provide information for discussions and meetings with teachers.
- Attend relevant meetings/training.

**Support for students in the absence of the teacher:**

- To ensure that students whose teachers are absent follow the agreed next steps of learning.
- To create a calm and purposeful environment in which students can meet expected outcomes for the lesson.
- To liaise with teachers, Heads of Department, Heads of Year and Phase Leaders, where appropriate regarding cover work and follow up any issues that may have arisen.
- To register and record student attendance.

**Support for the School:**

- Contribute to the overall ethos and culture of the school.
- Participate fully in the wider life of the school.
- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Liaise with parents/carers of identified students; ensure that there is regular communication with and reporting to parents/carers and that all paperwork is completed accurately and in a timely manner, in particular for review purposes.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.
- Maintain good relationships with colleagues and work together as a team.
- Participate fully in the School's Self-Review, Appraisal/Staff Review and School Improvement Plan procedures.

**Experience in any of the following areas would be an advantage**

- Thrive Practitioner
- Students with Autism
- Intimate care

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties that may be necessary from time to time.

## Selection criteria – Learning Support Assistant (LSA)

Criteria	Essential	Desirable
<b>Education/Qualifications:</b>	<ul style="list-style-type: none"> <li>• 5 GCSEs including English and Maths</li> <li>• Relevant professional training or development.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 4 qualifications with a degree</li> <li>• A related SEN related qualification</li> </ul>
<b>Professional knowledge, skills and competences:</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age.</li> <li>• Experience of working with students with Autism would be advantageous.</li> <li>• Collaborative and supportive work with colleagues within the organisation</li> <li>• Collaborative and supportive work with parents.</li> <li>• A range of behaviour management strategies and styles.</li> <li>• The ability to enthuse and inspire others and has a 'can do' attitude.</li> <li>• A passion for education and relentless determination that every student develops and succeeds.</li> <li>• Excellent listening skills and high levels of emotional intelligence.</li> <li>• Resilience and optimism to lead through day-to-day challenges</li> <li>• The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.</li> <li>• Confidence and self-motivation.</li> <li>• The ability to work well under pressure and to be decisive.</li> <li>• High levels of honesty and integrity.</li> <li>• Good oral and written communication skills.</li> <li>• Good listening skills.</li> </ul> <p>ICT skills appropriate to the role, including audio visual and copying equipment.</p>	
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Proven success of raising student achievement and ensuring students make good or better progress.</li> <li>• A confident use of data to inform intervention in terms of teaching and learning to raise achievement.</li> <li>• Experience of implementing behaviour management strategies consistently and effectively.</li> <li>• Experience of supporting students of all ages and abilities to make excellent progress and achieve outstanding examination outcomes.</li> <li>• Understanding of relevant policies/code of practice and awareness of relevant legislation.</li> <li>• General understanding of the national curriculum and other learning programmes and strategies (e.g. literacy and numeracy).</li> <li>• Ability to relate well to young people and adults.</li> </ul>	
<b>Philosophy and commitment:</b>	<ul style="list-style-type: none"> <li>• An understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour and a commitment to relentlessly implementing these strategies.</li> <li>• A commitment to the responsibility to safeguard and</li> </ul>	

	<p>promote the welfare of all students.</p> <ul style="list-style-type: none"> <li>• A commitment to contribute to the wider life of the school</li> </ul>	
<b>Personal qualities:</b>	<ul style="list-style-type: none"> <li>• Willingness to participate actively in the wider school community.</li> <li>• Ability to form effective relationships with colleagues.</li> <li>• High expectations</li> <li>• Excellent interpersonal &amp; communication skills</li> <li>• An ability to work collaboratively and lead and develop teamwork</li> <li>• Work with drive, energy, enthusiasm, resilience &amp; a well-developed sense of proportion &amp; humour</li> </ul>	