

SYDNEY RUSSELL SCHOOL

JOB DESCRIPTION – LSA (secondary)

POSITION: Learning Support Assistant
SCALE: Scale 4 (point 7-10)
HOURS: 35 hours per week, term time only
Closing Date: 1st March 2024

PURPOSE OF JOB:

An 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 in our alternative provision.

MAIN ACTIVITIES:

The LSA will be required to:

- To provide support for students, teachers and the school in order to maximise the progress of all students.
- To support those identified as having additional 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 students' progress and attainment within our alternative provision.
- 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 provide and support a personalised programme for students with complex needs to further develop their behaviour for learning.
- To support with intimate care needs as required.
- 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.

Key Responsibilities:

Main Duties and Responsibilities

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.
- Plan, deliver, adapt and customise curriculum materials for intervention and focus groups.

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.
- Adhere to the 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/ELSA Practitioner.
- Training on Neurodiversity.
- Intimate care.

No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

Selection Criteria – LSA

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

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

Review Arrangements -

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of the responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- The post holder is required to uphold the school's policy in respect of child protection matters
- The post holder will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements
- The post holder may be required to perform any other reasonable tasks after consultation
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
- This Job Description is not necessarily a comprehensive definition of the post. It may be subject to modification at any time after consultation with the post holder