



Learning Support Assistant

Purpose of Job: To assist and support pupils with special educational and general learning needs.

Liaison with: SENCO, Head Teacher, Class teachers, and other support staff, which may include outside agencies, e.g. Speech and Language Therapists, Educational Psychologists on behalf of the SENCo should the need arise.

Responsibilities of the post:

The Learning Support Assistant's (LSA) main role is to provide support for pupils with special educational needs. The LSA will ensure that the pupils can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress. Duties will include in class support of the student, running specific programmes and activities to assist the pupils' individual learning and social needs. The LSA will be responsible for implementing the targets on the pupils' support plan and in liaison with the class teachers and the SENCo.

Some students will also require physical assistance such as intimate care and moving and handling.

Supporting pupils

- To provide learning support for pupils in class or in 1:1 situations.
- To develop knowledge of the particular needs of the children and seek advice from the SENCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
- Provide positive reinforcements, praise and rewards to pupils.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

Supporting the SENCO

- To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills.
- To provide regular feedback to the SENCo and, where necessary, relevant outside agencies about any pupil's difficulties and progress.
- To contribute to the pupils' annual review by writing a brief report and attending the meeting.

Supporting the School

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- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupils' needs but have regard to the safeguarding procedures of the school.
- To carry out duties as directed by the SENCo or Head Teacher,

Personal Specification for Special Educational Needs Learning Support Assistant

You will need to

- Have experience of working with children with special educational needs in a primary school setting
- Have GCSE or equivalent qualifications in Maths and English.
- Graduate level
- Have knowledge and understanding of the different social, cultural and physical needs of pupils.
- Have an interest in how children learn and behave.
- Provide appropriate role models of behaviour both in the classroom and around school
- Really care about children, particularly those who find learning and managing their behaviour difficult.
- Have training in aspects of SEN, i.e. ELSA, dyslexia.

You must be able to:

- Carry out tasks and responsibilities under the direction of the SENCo, Class Teacher, Deputy Head Teacher or Head Teacher.
- Plan and prioritise tasks and work under the pressure of an inclusive secondary school
- Be productive and show initiative.
- Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds.
- Motivate pupils to learn.
- Motivate pupils to be sociable.
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupils.
- Work effectively with other adults in the school and wider community.
- Be a responsible and trustworthy role model.
- Have patience with children who find conforming to rules and expectations difficult.
- Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult.

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- Respect and maintain confidentiality but have regard to the safe guarding protocols of information sharing where necessary.
- Be computer literate.
- Attend training courses considered appropriate for the post.

Culture

Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.

Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

To have an understanding of and work within the requirements of GDPR at all times and comply with E-ACT policy in terms of data protection

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work

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	<ul style="list-style-type: none"> • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement
E – Essential

Assessed at
A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	NVQ2 for Teaching Assistants or equivalent qualification or experience (for positions based in EYFS, you will need a level 2 and 3 TA qualification)	X		X	X	
	Maths and English GCSE grade 9-4 (A-C) or equivalent or working towards	X		X	X	
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	X		X	X	X

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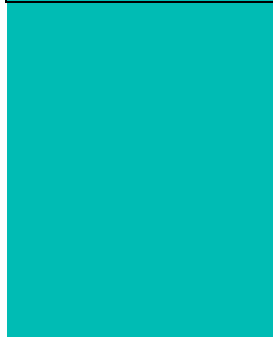


	General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies	X		X	X	X
	Basic understanding of child development and learning as well as an awareness of pupils with special educational needs	X		X	X	X
	Thorough understanding of and commitment to equality of opportunity	X		X	X	X
	Knowledge of safeguarding and child protection issues.	X		X	X	X
	Training in the relevant learning strategies	X		X	X	
	First Aid training as appropriate		X	X	X	X
	Experience of working with or caring for children of relevant age		X	X	X	X
	Experience of child protection/safeguarding with up to date training or willingness to undertake training		X	X	X	X
Skills	Ability to communicate effectively with all members of the school community and can assist the school in forming a partnership with parents	X		X	X	X
	Ability to promote a positive academy ethos.	X		X	X	X
	Ability to self-evaluate learning needs and actively seek learning opportunities	X		X	X	X
	Ability to relate well to children and adults	X		X	X	X
	Has sufficient practical and Organisational skills to contribute to the preparation and management of educational resources and can complete and maintain pupil records.	X		X	X	X
	Effective use of ICT to support learning as well as use of other equipment technology – video, photocopier	X		X	X	X
	Can manage the behaviour of pupils in a reasonable manner	X		X	X	X
	Has speaking and listening skills to extend language in discussion	X		X	X	X
	Ability to plan, organise and prioritise work in order to meet deadlines.	X		X	X	X
	Has a caring positive attitude towards pupils' welfare	X		X	X	X
	Can maintain trust and confidentiality where appropriate	X		X	X	X

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	Can allocate some contractual time to after school staff meetings and the whole of, or part of, staff training days when appropriate	X		X	X	X
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X		X	X	X
	Can maintain personal presentation that sets high standards for the pupils	X		X	X	X
	Ability to work independently and on own initiative; take responsibility for own professional development.	X		X	X	X



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