



Learning Support Assistant Level 2 with SEN

JOB DESCRIPTION

Role Purpose:

The purpose of this role is to work with teachers to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs. Work may be carried out in the classroom or outside the main teaching area.

Key Accountabilities:

Reporting to Senco, Phase Lead or Headteacher, this post holder will be accountable for

- Supervise and provide particular support for identified pupil(s) with special educational needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- With appropriate training, to meet the specific medical needs of identified pupil(s) during the school day
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Contribute to multi-professional review meetings for pupils, including statutory annual review for pupil(s) with an EHCP
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money etc
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, and feeding back to the teacher.

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- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil Responses
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after lessons and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of lesson activities as required and take responsibility for a group under the supervision of the teacher
- Contribute to the Health & Safety of students and other staff in accordance with Health & Safety regulations and School Policy.
- To assist, where required, in the supervision of young people during breaks and lunchtimes (within contracted hours) encouraging safe, positive and social behaviour
- Fully support and, at all times, uphold the policies and positive ethos of the academy and the E-ACT Trust

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

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| 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 • 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 |

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| | <ul style="list-style-type: none"> • 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

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| Requirement | Assessed at |
| E – Essential | A – Application Stage |
| D – Desirable | I – Interview Stage |
| | P – During the probationary period |

| | | E | D | A | I | P |
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| 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 and 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 |
| | General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies | X | | X | X | X |

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| | 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 |
| | 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 |

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| | 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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