



Wadham School

A Church of England Community School

"Life in all its fullness" John 10:10



LEARNING SUPPORT ASSISTANT **JOB DESCRIPTION AND PERSON SPECIFICATION**

KEY CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications and training	Good levels of competency in literacy & numeracy, preferably at Grade C or above, or an equivalent qualification	At least 5 GCSE's A* – C grade including English or equivalent qualification Experience of working in a learning environment such as a learning centre or school/college Evidence of relevant further learning and/or qualifications	Application form Supporting evidence such as certificates
Competence Summary (Knowledge, abilities, skills, experience)	Experience of communicating in an appropriate, concise and accurate manner, orally and on paper Adaptable and flexible approach to working Awareness of necessity for appropriate boundaries Ability to work as a member of a team Ability to communicate effectively with a range of people, including young people Ability to use own initiative Appreciation of necessity for confidentiality and integrity Good organizational and time management skills Ability to establish and develop supportive relationships with young people	Working with learners in the 11 – 18 age range Experience of working with ICT packages ie: Microsoft, Arbor, Outlook. TEAMS First Aid at work qualification or willingness to undergo training Awareness of National Curriculum KS 3,4 & 5 Understanding and training in Safeguarding Young People and good knowledge of KCSIE policies Experience working as a personal carer to young people and supporting independence Experience in working with social, emotional and mental health issues	Application form Interview process References

Work related personal requirements	Committed to equality of opportunity Ability to work calmly and with patience Good sense of humour		Application form Interview References
Other Work Requirements	Able to identify own training and development needs and those of others and participate in activities to address them		Interview Application form

JOB DESCRIPTION

Job Title: Learning Support Assistant
Hours: 30 hours F/T (8.30AM-3.00PM term time plus INSET days)
Reports To: Deputy SENDCo

Main Purpose of Job:

To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables students to achieve their full learning potential and facilitates their social and moral development.

Work with students will be in class or outside area, in small groups or individually for some students with special educational needs, learning difficulty, disability, or who have social and emotional difficulties

Main Responsibilities and Duties:

- **Support the teaching and learning processes**

Typically, the job will include all, or most of the following elements:

- Under the guidance and direction of the teacher:
- Develop, maintain and apply knowledge and understanding of students' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Support is delivered in class, in small groups and individually through a range of tasks, mainly:
 - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
 - Focus support in areas needing improvement, both academic, behavioural and social
 - Work with and support students to ensure they are able to use ICT and other specialist equipment to enhance their learning
 - Motivate and encourage students to concentrate on and fulfil the tasks set
 - Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum
 - Seek to ensure the promotion and reinforcement of students' self esteem, appropriate levels of effort and behaviour and to guide students to become independent learners
 - Contribute to the assessment of students' learning, in particular in Literacy, Numeracy, Science and ICT skills
 - Contribute to the implementation of the National and/or Foundation Curriculum and specific individual student targets
 - To ensure that students reach their full potential.

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically, the job will include all, or most of the following elements:

- To upkeep data files and use IT systems for administration and educational purposes
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display students' work
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement. This is usually on a Monday until 4.15PM and forms part of the disaggregated hours

To provide care and supervision of students within the classroom, within the school and outside of the school.

Typically, the job will include all, or most of the following elements:

- Supervise students using cloakrooms, showers and toilet facilities, when necessary
- Supervise students when entering and leaving the classroom
- Assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
 - Develop an understanding of and provide for students' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the student in respect of toileting, eating, mobility and dispensing medication
 - Accompany students on Educational visits as arranged by the school

Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of students:

- Where a current First Aid qualification is held, in the absence of other medical facilities (First Aid training can be arranged)
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy
- To work with student groups, using a range of strategies to gain acceptance and inclusion of students with special educational needs
- Monitor and support students engaged on work experience programmes

SUPPORTING PROCESSES

Problem Solving and Creativity:

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of students, often with differing requirements, in the experience of learning and in their personal, social and health education. Use a variety of interpersonal techniques to establish supportive relationships with students, parents and carers under the guidance of SENCO

Decision Making:

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented and rely on tact, diplomacy and a calm approach

Guidance is normally readily available from staff and more complex or controversial decisions will be referred to a SENCO

It is the responsibility of the postholder to comply with and promote safeguarding policies and procedures as determined by the school

Physical Effort and Working Conditions:

A normal school environment, although the job holder may be involved in external school activities, such as educational visits.

Most of the working day is spent standing, with periods of crouching / bending and sitting to engage students in activities

Some area of the role will involve supporting students in sports activities in the outside and inside sports areas

Contacts and Relationships:

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas

Contact with parents / carers and other agency staff to provide support for students, such as giving feedback on students' progress. Such communications can be of a delicate nature depending on students' particular needs and should be under the guidance of SENCO.

Knowledge, Skills and Experience:

Experience of working with young people in an educational setting, although not essential as training will be given

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies

Knowledge of students' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas

A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to students and teachers

Safeguarding training and Prevent training is applicable to the support and care of students (this training can be arranged)

An education standard equating to GCSE grade C in English, Mathematics and Science would be desirable, together with a qualification relevant to supporting the learning process in schools.