

## Learning Support Assistant – Job Description

**Post Title: Learning Support Assistant**

**Scale: 4 SCP: 5 – 6, Teaching Assistant Level 2 Full time Equivalent £19,650 (5)- £20,043 (6).**

**Hours: 27.5 hours per week 39 weeks per year (term time only including 5 training days)**

**Reporting to: SENCO**

### Main Purposes of Role:

The successful candidate will work under the direction of our SENDCO and teaching staff when in the classroom. The role may require the suitable candidate to work with specific student(s) at the direction of the SENDCO and be involved in programmes of support and intervention.

To implement agreed work programmes with individuals/groups and support teaching staff in the development and education of students including the provision of detailed and specialist skills/knowledge in particular areas. To assist the teacher in the whole planning cycle and supervise whole classes or groups during the short-term absence of a teacher.

### Key Accountabilities:

#### Support for Students

- Make a contribution to Individual Learning Support Plans and their implementation.
- Use specialist skills and training to support bilingual/multilingual students and help them to access the curriculum.
- Use specialist skills and training to support students with communication and interaction difficulties e.g. speech and language delay, dyslexia, dyspraxia etc.
- Use specialist skills and training to support students with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support students with cognition and learning difficulties e.g. encouraging the students to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the student is making slow progress.
- Using specialist skills and training to support the behaviour management of students with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor student's behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.
- Provide feedback to students in relation to progress and development.
- Establish productive working relationships with students acting as a role model and setting high expectations.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide pastoral support to students.
- Receive and supervise students excluded from, or not otherwise working to a normal timetable.
- Develop 1:1 mentoring arrangements with students if required by the SENCO
- Promote the effective transfer of students across phases/integration of those who have been absent.

***Semper Fidelis – “Always Faithful”***

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by living and learning in Christ*

## Support for Teacher/School:

- Assess the needs of students and contribute to the development of IEP's.
- Observe and report on student performance.
- Take responsibility for the management of challenging student behaviour.
- Provision of student information to external agencies.
- Design and produce worksheets or administer coursework with minimal supervision for groups of students.
- Undertake more complex marking of students work in line with school policy.
- Undertake joint home visits as appropriate and in line with LEA policy.
- Implement and evaluate specific curriculum plans and activities for groups of students to meet the individual needs of those students.
- Contribute to curriculum planning.
- Contribute to the identification and planning of out of school learning activities beyond the school day.
- Under the guidance of a teacher, implement agreed work programmes with individuals or groups maintaining good order and keeping students on task.
- Provide emergency cover supervision for a group or class, under the direction and control of the Principal or other designated member of staff during the unplanned short-term absence of the teacher, normally for periods of up to one session, limited to no more than 2 sessions per term, unless a cover supervision allowance is payable.
- To provide specialist language support to individuals/groups where English is not the first language.
- Provide guidance and assist in the training and development of staff as appropriate.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters.
- Provide clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of students out of school learning activities.
- Supervise students on visits and trips as required.
- Be aware of and comply with policies and procedures relating to Child Protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including work normally allocated to posts at a lower responsibility level, in pursuance of raising student achievement and effective team working. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

## Special Conditions

Hagley Catholic High School is a member of Emmaus Catholic Multi Academy Company, which is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Disclosure and Barring Service check.

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## Examination Invigilator – Person Specification

	Essential	Desirable	Evidenced
<b>Experience</b>			
Previous experience desirable but not essential		x	Application form
Demonstrable experience of working with or caring with children of a relevant age.		x	Application form
Experience of working in a school would be beneficial		x	Application form
<b>Qualification /Training</b>			
A good general education with maths and English at GCSE C or above, or equivalent	x		Application form
<b>Practical Skills</b>			
Ability to use relevant technology e.g. computer/keyboard/photocopier/printer/cd player		x	
Demonstrate good numerical and verbal reasoning skills and literacy skills		x	
Ability to work effectively and respond well under pressure, in a calm and professional manner	x		
<b>Personal Qualities and Attributes</b>			
Flexibility	x		
A knowledge of equality and diversity issues	x		
Be cooperative and a supportive team player	x		
Have effective communication and excellent interpersonal skills	x		
Be confident and a reassuring presence to candidates in exam rooms	x		
Ability to understand and relate well to children and adults. Ability to work in a discreet and sensitive manner	x		
Able to work constructively as part of a team, understanding school roles and responsibilities and own position within these	x		
<b>Safeguarding</b>			
To comply with the Schools commitment to the protection and safeguarding of children	x		
To demonstrate understanding of current safeguarding concerns and practices	x		

## Policy Statement On The Recruitment Of Ex-Offenders

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all Disclosure applicants at the outset of the recruitment process. The full DBS Code of Practice is available at [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

- ❑ As an organisation which uses the Disclosure and Barring Service (DBS), the School Committee complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- ❑ We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- ❑ We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- ❑ We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- ❑ All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of being offered the position.
- ❑ We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.
- ❑ At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- ❑ We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- ❑ We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

**Having a criminal record will not necessarily bar you from working at the school.** This will depend on the nature of the position and the circumstances and background of your offences.