



# Sherrardswood School

## Job Description and Person Specification

### Learning Support Assistant

#### Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

<p><b>Post title:</b></p> <p><b>Hours of work:</b></p> <p><b>Remuneration:</b></p> <p><b>Responsible to:</b></p> <p><b>Purpose of the role:</b></p>	<p>Learning Support Assistant – In class support, 1:1 EHCP Support</p> <p>8.30 – 3.30pm</p> <p>By negotiation</p> <p>SENCO</p> <p>To work with the Senco and Teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities. The post holder could be working in class based activities, small group or 1:1 as the needs of the school dictates. The post holder will work within a team of Specialists and Teaching Assistants with the overall aim of supporting the school to promote the teaching and learning of all its pupils.</p>
<p><b>Main Responsibilities:</b></p>	<p><b>Supporting the pupils</b></p> <ul style="list-style-type: none"> <li>• The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils and respond to adjustments according to the number of pupils requiring support.</li> <li>• To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the students to be supported</li> <li>• To ensure that activities take into account the individual needs of each child.</li> <li>• Support learning by arranging/providing resources for lessons/activities in consultation with the teacher</li> <li>• To take into account the learning support involved to aid all the students in class to learn as effectively as possible both in group situations and on their own by, for example:             <ol style="list-style-type: none"> <li>a. Clarifying, chunking and explaining instructions visually</li> <li>b. Pre teaching and consolidating the understanding relevant vocabulary concepts</li> <li>c. Ensuring the child is able to use equipment and materials provided</li> <li>d. Motivating and encouraging the child as required</li> <li>e. Assisting in weaker areas e.g. language, behaviour, reading, spelling, handwriting/presentation</li> <li>f. Helping pupils to concentrate on and finish work set</li> <li>g. Encouraging independence</li> </ol> </li> </ul>

	<p>h. Liaising with class teachers and SENCO about Provision Plans, Access Arrangements, Target setting, EHCP Provision</p> <ul style="list-style-type: none"> <li>• Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>• Understand and support independent learning and inclusion of all pupils as required.</li> <li>• Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional</li> <li>• Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue)</li> <li>• To establish a supportive relationship with the child/children concerned</li> <li>• To encourage acceptance and inclusion of the child with special needs</li> <li>• To develop methods of promoting/reinforcing the child's self-esteem</li> </ul> <p><b>Supporting the Senco /Teacher</b></p> <ul style="list-style-type: none"> <li>• Implement learning activities/teaching programmes as agreed with the Senco/Teacher, adjusting activities according to pupils' responses as appropriate</li> <li>• Participate in planning and evaluation of learning activities/provision plans in consultation with the Senco/Teacher, providing feedback to the Senco/Teacher on impact/pupil progress and behaviour</li> <li>• Support the Senco/teacher in monitoring, assessing and recording pupil progress/activities</li> <li>• Provide feedback to pupils in relation to attainment and progress under the guidance of the Senco/teacher</li> <li>• Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate.</li> <li>• To ensure that parents, carers and appropriate professionals are welcomed, involved and regularly informed of children's activities.</li> </ul> <p><b>Supporting the School</b></p> <ul style="list-style-type: none"> <li>• Develop a relationship to foster links between home and school, through parent contact including emails and telephone calls as appropriate</li> <li>• To liaise advise and consult with other members of the team supporting the child when asked to do so.</li> <li>• To contribute and attend reviews of progress, and EHCP reviews as appropriate</li> <li>• To attend relevant in-service training</li> <li>• To be aware of school procedures</li> <li>• To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately</li> <li>• To uphold the school's core values</li> </ul> <p><b>Support for the Curriculum</b></p> <ul style="list-style-type: none"> <li>• To develop awareness of the requirements of the curriculum</li> <li>• To support specific aims and lessons as planned and directed by the teacher</li> <li>• To develop awareness of the aims of the literacy and numeracy strategies relevant to the classes supported</li> <li>• To develop awareness of curriculum targets and support work towards them.</li> <li>• To be aware of Provision plan and be involved in School Target setting and set work towards achieving them</li> </ul> <p><b>This list is not intended to be exhaustive and you may be required to undertake other comparable duties as Sherrardswood School requires from time to time.</b></p>
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<b>Monitoring, Assessment, Recording, Reporting, and Accountability</b>	<ul style="list-style-type: none"> <li>• To maintain a record of progress</li> <li>• To contribute towards reports for annual reviews and outside agency assessments</li> <li>• To be involved in provision mapping/planning, taking account of any EHCP targets.</li> <li>• To record assessment results and other updated information on the Summary of Need</li> <li>•</li> </ul>
<b>Professional Standards &amp; Development</b>	<ul style="list-style-type: none"> <li>• To be a role model to pupils through personal presentation and professional conduct</li> <li>• To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health &amp; Safety, and that of any other persons who may be affected by their acts or omissions at work</li> <li>• To be familiar with and support all the School's policies</li> <li>• To establish effective working relationships with professional colleagues and associate staff</li> <li>• To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures</li> <li>• To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare</li> <li>• To be aware of the role of the Governing Body of the School and to support it in performing its duties</li> <li>• To be familiar with and implement the relevant requirements of the current SEN Code of Practice</li> <li>• To uphold the school's core values.</li> </ul>

### Person Specification

**The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• A teaching assistant qualification or the equivalent gained through experience.</li> <li>• GCSE in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications with regard to child protection and/or SEN</li> </ul>	Production of the Applicant's certificates
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of dealing with children aged 11+, preferably within an educational context.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of working in education</li> <li>• Experience of working with children with special educational needs</li> </ul>	Contents of the Application Form Interview Professional references
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• An ability to communicate effectively both orally and in writing.</li> <li>• An ability to devise and implement a range of strategies to support learning and enjoyment of learning</li> <li>• Good literacy and numeracy skills</li> <li>• Problem Solving</li> </ul>		Contents of the Application Form Interview Professional references

	<ul style="list-style-type: none"> <li>• Team working</li> <li>• Active Listening</li> <li>• Drive</li> <li>• Monitoring</li> <li>•</li> </ul>		
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Knowledge of various special educational needs</li> <li>• Intermediate knowledge of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of autism and Asperger's syndrome</li> </ul>	Contents of the Application Form  Interview  Professional references
<b>Personal competencies and qualities:</b>	<ul style="list-style-type: none"> <li>• A genuine enthusiasm for working with children</li> <li>• A commitment to overcoming barriers to learning.</li> <li>• An ability to inspire confidence.</li> <li>• A positive attitude</li> <li>• An ability to strike a good professional rapport with children, staff and parents.</li> <li>• Being a positive role model.</li> <li>• To be flexible to the needs of the students</li> </ul>		Contents of the Application Form  Interview  Professional references