



## **JOB DESCRIPTION**

**Post:** Learning Support Assistant (SEN)

**Grade:** Level 2 (Band 3 – point 14 – 17)

**Hours:** 32.5hrs per week – Term Time Only  
Monday to Friday 8.30am to 3.30pm  
(Includes 30 minute break)

**Line Manager:**

### **Purpose:**

To work with 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 and severe learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

To work under the instruction/ guidance of teaching/ senior staff to undertake work/ care/ support, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

Work may be carried out in the classroom or outside the main teaching area and may include preparation, and maintenance of resources and support to staff and pupils.

### **Support for Pupils:**

1. Implement planned learning activities/teaching programmes as agreed with the teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEN
2. Plan and evaluate specialist learning activities with the teacher, writing reports and updating records as required.
3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional
4. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher

5. Select and adapt appropriate resources/methods to facilitate agreed learning activities
6. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews.
7. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
8. Understand and support independent learning and inclusion of all pupils as required.
9. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care
10. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training

### **Support for the Campus:**

1. Take the Lead when inducting students into the classroom.
2. Liaise regularly with teacher and all appropriate professionals about student's conduct and behaviour, progress and emotional well-being
3. Attend relevant in-service training and professional development courses.
4. Understand and implement academy policy in all areas, including policies relating to child protection, health, safety and security, confidentiality and data protection, behaviour and uniform regulations.
5. Be aware and support difference and ensure all pupils have equal access to opportunities to learn and develop.
6. Assist with break-time and lunch-time supervision including facilitating games and activities
7. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment
8. Be responsible for the preparation, maintenance and control of stocks of materials and resources
9. Update student records.

10. Participate in evaluation and give feedback.
11. Establish and maintain relationships with families and carers and other adults, e.g. speech therapists.
12. Contribute to reviews of student's progress.
13. Supporting and attending whole academy/campus events.
14. Contributing to the campus duty rotas.
15. Contribute to the overall ethos/work/aims of the academy
16. Undertake any other reasonable task as may be directed by the Head of Campus/Senior Leadership Team.

#### **Person Specification:**

- Working at NVQ Level 3 in supporting teaching and learning or equivalent
- Minimum of 5 GCSE's at grade C or above (including Maths and English)
- Skills and knowledge in providing specialist support to pupils
- Able to work independently and show initiative or as part of a team
- Good communication skills
- Good time management and organisational skills
- Has a warm personality and is able to stay calm under pressure
- Demonstrates good interpersonal skills with children and adults
- Is able to gain the confidence of children who are behaviourally challenging or socially withdrawn
- Enjoys learning
- Is able to plan programmes of support that incorporate variety, interest and pace
- Is able to keep succinct records of involvement