 **Generic Duties and Responsibilities Learning Support Assistant**

The following are the generic expectations of Learning Support Assistants at Huntcliff School. It is not an exhaustive list but should provide clarity on duties, responsibilities and expectations of Learning Support Assistants at Huntcliff.

In addition, it is expected you uphold and promote the ethos that we are all learners, always learning and embody our learner values and foster this in all you do and demonstrate a strong ethos of putting the young person’s interests at the heart of every decision you make.

**1. Learning Support Assistant Role**

1.1 To have an understanding of learners with Special Educational Needs or Disability (SEND) and to use a variety of learning and support strategies.

1.2 The support of learners to access a broad and balanced curriculum.

1.3 Be aware of the needs of learners and use specialist knowledge to provide bespoke and timely intervention and support programmes for individual learners.

1.4 Support the integration of learners as fully as possible into the educational and social life of the school.

1.5 Support with the development of learners sense of self, desire to learn and acceptance of challenge.

1.5 Liaise with staff and relevant stakeholders to ensure the well being of learners and their full participation in school life.

1.7 Support teaching staff in developing and differentiating appropriate learning materials for learners with SEND.

1.8 To provide access for learners with SEND to learn as effectively as possible, both in group situations and individually.

1.9 Be available to support and assist learners in the Inclusion area during break and lunchtime, under the direction of the SENCO/Inclusion Manager.

1.10 Be allocated to a Year Team/specific duty during Registration to support SEND learners.

**2. Supporting Learners**

2.1 Work with individuals or small groups with SEND, as directed by the SENCO/Inclusion Manager to support them as effectively as possible.

2.2 To have an enhanced knowledge and understanding of learners specific educational and social needs, in order to support progression and develop a positive working relationship.

2.3 To repeat, clarify, breakdown and further explain instructions or tasks given by the classroom teacher.

2.4 Ensuring the learner is able to use and access any equipment or materials provided and assisting them to do so, if required.

2.5 Assisting in identified areas of challenge e.g reading, spelling, handwriting, behaviour etc.

2.6 Helping learners to remain focused in lessons and to complete work that is set.

2.7 Encouraging learners to interact and engage with others appropriately and supporting with this.

2.8 Providing feedback to learners in relation to progress and achievement under the guidance of the teacher.

2.9 To deliver and monitor the implementation of targeted interventions at the direction of the SENCO.

2.10 Promote the inclusion and acceptance of all learners.

2.11 Provide support as directed by the SENCO/Inclusion Manager to enable learners to access internal and external exams and assessments.

2.12 To support on trips and visits during the school day, at the direction of the SENCO/Inclusion Manager.

**3. Supporting the teacher**

3.1 Establish constructive relationships with learners, parents and colleagues to facilitate effective relationships to support learners with behaviour and progress.

3.2 Have an enhanced knowledge and understanding of learners, including awareness of SEMH needs, additional needs and/or previous history which can impact on the learners’ ability to participate fully in school life.

3.3 To remove barriers to learning by providing additional support within the classroom and through targeted intervention, when required.

3.4 Use strategies, in liaison with teaching staff to support learners to make progress.

3.5 Assist with the planning and preparation of learning activities and resources for learners with SEND.

3.6 Monitor the responses of learners with SEND to learning activities and keep records up to date.

3.7 Promote good learner behaviour, dealing promptly with incidents, in line with school policy and encourage learners with SEND to reflect on and learn from their behaviour.

3.8 Administer routine tests and screening for SEND learners.

3.9 Provide Exam Access arrangements and invigilate exams.

**4. Communication and record keeping**

4.1 Establish and maintain effective working relationships with relevant stakeholders for SEND learners.

4.2 Communicate learning or behaviour concerns to the teacher/Inclusion Manager/SENCO.

4.3 Provide feedback to relevant stakeholders when requested about learners progress, behaviour and attendance.

4.4 Support with the production of reports for individual students when required (e.g EHCP Reviews)

4.5 Contribute to chronologies for learners, when required.

4.6 Provide clerical/admin support related to learners with SEND.

**5. Organisation and Management**

5.1 To collate information as and when required about learner progress, behaviour, attendance etc for use in meetings.

5.2 Participate in Inclusion Team Meetings with the SENCO/Inclusion Manager.

5.3 Attend staff briefings, staff meetings and PD training sessions, at the direction of the SENCO/Inclusion Manager.

5.4 Attend relevant CPD.