

Post Title: LEARNING SUPPORT ASSISTANT

Reporting Relationship: The Learning Support Assistant will be a member of a multi-disciplined team, under the leadership and supervision of the Head teacher / Deputy Head teacher.

Job Purpose: To support individual pupils and increase inclusion of all pupils with special education needs, diverse learning needs and challenging behaviour within a small special needs school. This will involve supporting small groups or individual pupils with academic and behavioural support, monitoring assessing, recording and reporting on pupils' achievement, progression and development.

All staff must work within the parameters of our Safeguarding Policy, and need to be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help, within our school.

Main duties and responsibilities

1. 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.
2. Taking into account the learning support involved, to aid the students to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the child is able to use equipment and materials provided
 - Motivating and encouraging the child as required
 - Assisting in weaker areas, e.g. language, behaviours, reading, spelling, handwriting/presentation
 - Helping pupils to concentrate on and finish work set
 - Meeting physical needs as required whilst encouraging independence
 - Liaising with class teacher and SLT about individual education plans (IEPs)
 - Developing appropriate resources to support the students
 - Become a Learning Mentor for individual students
3. To establish a supportive relationship with the students concerned.
4. To encourage acceptance and inclusion of the child with special needs. (v) To develop methods of promoting/reinforcing the child's self-esteem

Supporting the School

- To foster links between home and school
- To ensure the schools teams are fully appraised of the learning support provided for individual students
- To liaise, advise and consult with other members of the team supporting the student. To contribute to reviews of students' progress, as appropriate.
- To attend relevant in-service training
- To be aware of School procedures.
- To respect the confidential nature of the work being undertaken and any knowledge about individual student's personal and educational circumstances.

Support for the Curriculum

- To develop an awareness of the requirements of the national curriculum
- To support specific aims in lessons as planned and directed by the teacher
- To develop awareness of the aims of the literacy and numeracy strategies relevant to the classes supported
- To develop awareness of curriculum targets and support the work done in moving towards them.

SUPERVISION

To work under the supervision of the classroom teacher, taking small groups or individual pupils as appropriate to increase flexibility for the classroom teacher.

KNOWLEDGE, EXPERIENCE AND TRAINING

It is expected that the Learning Support Assistant, through training and development will gain Experience and/or qualifications in some or all of the following areas, some of which they may already have:

- Exceptional interpersonal skills
- An understanding of the classroom context
- An understanding of behaviour management techniques
- An understanding of current curriculum requirements
- A knowledge and understanding of a variety of special educational needs
- A variety of level 2 and level 3 qualifications for special educational needs

Complete a Self-Disclosure Form

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.*

PARKSIDE HOUSE SCHOOL

Learning Support Assistant

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent	AF/C	D1	Full driving Licence	AF
				D2	NVQ Level 2 for Teaching Assistants or equivalent child care related qualification	AF
Experience & Knowledge	E2	Experience of working with children of a relevant age in a teaching and learning environment, preferably with SEN	AF/I/R	D3	Qualified / Trained First Aider	AF/I/C
			AF/I/R	D4	Experience of developing, implementing and evaluating IEPs, IBP's	AF
	E3	Experience and knowledge of learning strategies and adapting these to individual pupil needs	AF/I/R	D5	Understanding of principals of child development and learning processes	
	E4	Understanding of classroom roles and responsibilities of Learning Support Assistant's role	AF/I/R			

PARKSIDE HOUSE SCHOOL

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
	E5	Experience of working with wide range of pupils including those with EHCP's	AF/I/R	D6	Experience of lesson / activity planning	AF/I/R
	E6	Experience of supervising whole small classes and individual pupils for specific learning activities / lessons	AF/I/R			
	E8	Experienced in using ICT in learning activities and develop pupils' competence and independence in its use	AF/I/R			

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ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Skills	E9	Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development	AR/I/R/P			
	E10	Ability to self evaluate learning needs and seek learning opportunities	AF/I/R			
	E11	Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and national curriculum	AF/I/R			
Personal Attributes	E12	Ability to promote fairness and a positive role model to pupils	I/R			
Special Requirements	E13	Motivation to work with children	I			
	E14	Ability to form and maintain appropriate relationships and personal boundaries with children	AF/I/R			
	E15	Emotional resilience in working with challenging behaviours including pupils that exhibit verbal and physical aggression and maintaining discipline	AF/I/R			
	E16	Suitability to work with children	AF/I/R/D			

PARKSIDE HOUSE SCHOOL

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references. References will be taken prior to interview.

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References
D	DBS