

# Learning Support Assistant

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| <b>Job Role:</b>   | Learning Support Assistant   |
| <b>Location:</b>   | Hope Academy, Ashton Road, Newton-le-Willows, WA12 0AQ                       |
| <b>Salary:</b>     | NJC Grade 2, SCP 3-5   |
| <b>Contract:</b>   | Temporary, Term Time + 5 INSET days (32.5 hours per week, 39 weeks per year) |
| <b>Reports to:</b> | SENDCo   |

## Job Focus

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area.

## Key Responsibilities

### Support for students

- Establish good working relationships with students, acting as a role model.
- Be aware of and respond appropriately to individual student needs ensuring effective interaction.
- Provide specific support to students dependent upon their individual needs ensuring their safety whilst supporting access to learning activities.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher.

### Support for teachers

- Provide clerical/administration support (e.g. photocopying, typing, filing, etc.)
- Assist with the display of children's work.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- In liaison with the teacher, utilise strategies to support students in achieving learning goals.
- Report student achievements, progress and issues as appropriate in agreed format.
- Undertake student record keeping as needed.
- Administer routine tests and invigilate exams
- Promote good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Establish constructive relationships with parents/carers.

### **Support for the academy**

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Undertake student supervision duties at break and other times when required.
- Undertake the role of form/family tutor when required.
- Participate in training and other learning activities as required.
- Assist with the supervision of students out of directed lesson time, including before and after school if appropriate and within working hours.
- Accompany teaching staff and students on visits, trips and out of school activities as required

All staff at Hope Academy should actively follow and promote the mission, policies and standards of the academy which require:

- Supporting the ethos of the academy which enables students to experience, develop and practise Christian values and living.
- Be fully committed to raising standards and improving the life chances of all students.
- Create a culture which celebrates the positive and encourages all kinds of achievement.
- Ensure good communication and working partnership with others.
- Support a caring and compassionate community, through being aware and responding to the needs of others.
- Promote a happy, stimulating and ordered environment within which children can grow, develop and thrive according to the needs of others.
- Be committed to high standards of professional co-operation and integrity.

### **Corporate responsibilities**

- Pursue and promote the achievement and integration of diversity and equality of opportunity throughout the academy's activities.
- Plan, monitor and review health and safety within areas of personal control.
- Participate in the academy's performance management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Undertake other such reasonable duties as may be required from time to time and to annually review the role and responsibilities.

### **Additional Notes**

- All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The post holder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.
- This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.
- The job purpose and key statements remain indicative and by no means exclusive – given the evolving needs of the academy, flexibility among staff is very important.
- The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- A DBS certificate will be required on successful application to a position at the academy.

## Person Specification

| Qualification and development  | Essential | Desirable | Source |
|--|-----------|-----------|--------|
| Numeracy and literacy skills to GCSE / level 2 or equivalent   | E         |           | A/I    |
| Willingness to participate in relevant training and development opportunities  | E         |           | A/I    |
| Willingness to undertake appointed person certificate in first aid administration  |           | D         | A/I    |
| Training in special educational needs strategies   |           | D         | A/I    |
| NVQ level 2 or 3 teaching Assistant Qualification or equivalent  |           | D         | A/I    |
| Knowledge and understanding  | Essential | Desirable | Source |
| Working knowledge of relevant policies/codes of practise and legislation   |           | D         | A/I    |
| Understanding of inclusion, especially within a school setting   | E         |           | A/I    |
| Experience of resources preparation to support learning programmes   |           | D         | A/I    |
| Effective use of ICT to support learning;  | E         |           | A/I    |
| Ability to use other basic technology;   | E         |           | A/I    |
| Working knowledge of classroom practices and roles and responsibilities.   |           | D         | A/I    |
| Basic understanding of child development and learning processes  |           | D         | A/I    |
| An understanding and working knowledge of the national curriculum and other  |           | D         | A/I    |
| Skills and attributes  | Essential | Desirable | Source |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities                      | E         |           | A/I    |
| Ability to build and maintain effective working relationships with all pupils and colleagues                                   | E         |           | A/I    |
| Ability to promote a positive ethos and role model positive attributes   | E         |           | A/I    |
| Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate | E         |           | A/I    |
| Ability to adapt own approach in accordance with pupil needs   | E         |           | A/I    |
| Excellent personal numeracy and literacy skills  | E         |           | A/I    |
| ICT skills to be able to support learning  | E         |           | A/I    |
| Ability to communicate effectively with all members of the school community  | E         |           | A/I    |
| Good organisational skills   | E         |           | A/I    |
| Approach to work   | Essential | Desirable | Source |
| Commitment to the Academy's Christian ethos  | E         |           | A/I    |

This job profile remains indicative and by no means exclusive. Given the evolving needs of the Academy, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Check.

The Trust is an equal opportunities employer.