

‘Adapted and equal to Level 2 LSA published by St Helens Council’.

Job Title: Learning Support Assistant

Grade: Level 2

Contract: Term Time 25 hours per week + 5 Inset days

(Temporary Contract subject to continuation to Specified SEN funding)

Core Purpose of the Job:

1. To help to raise the standard of achievement in class for children with a Statement of Special Education
2. To foster confidence and at least self esteem for independent learning
3. To develop literacy skill in line with chronological age or beyond
4. To promote and develop improvement in fine and gross motor skills where needed
5. To develop social communication skills
6. To support children within and outside of the main teaching area

Responsible to: Special Needs Manager

KEY TASKS

Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
2. Supervise and support pupils, ensuring their safety and that all pupils have equal access to opportunities to learn and develop.
3. Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
4. Promote self esteem and encourage pupils to act independently as appropriate.
5. Provide feedback on pupils' personal needs as appropriate.

Support for Teachers

1. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. Support pupils to understand instructions.
2. Gather, report information from/to parents/carers as directed.
3. Support pupils in respect of local and national learning strategies eg literacy, numeracy, KS3, KS4 as directed by the teacher.
4. Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
5. Undertake pupil record keeping as requested.
6. Prepare classroom activities under the direction of the class teacher.

CONTROL OF RESOURCES (HUMAN, FINANCIAL, MATERIAL)

Classroom resources and equipment as allocated.

Additional Duties

To be willing to be trained as, and to be one of the school's many, First Aid Officers (for support staff recruited after September 2004).

Any other duties deemed reasonable, as directed by the Headteacher.

Review of Performance

Performance Management reviews will focus on the post holder's responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Generic Responsibilities of all Rainhill Staff

- (a) To work consistently to uphold School's aims.
- (b) To work in a co-operative and polite manner with all stakeholders.
- (c) To work with Students in a courteous, positive, caring and responsible manner at all times.
- (d) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (e) To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- (f) To work with visitors to the School in such a way that it enhances the reputation of the school.
- (g) To seek to improve the quality of the School's service.
- (h) To present oneself in a professional way that is consistent with the values and expectations to the school. The appearance of all staff should at all times be supportive of school policies for the students;
e.g. 1 professional, and appropriate, appearance at all times including when out of school, eg trips, CPD etc.
e.g. 2 no facial piercings or facial *jewellery*
- (i) Teachers – to uphold all of the National Teaching Standards.



LEARNING SUPPORT ASSISTANT
PERSON SPECIFICATION

		Essential	Desirable	Identified
Qualifications	<ul style="list-style-type: none"> • Good standard of General Education • NVQ or other qualifications relating to children 	√ √		A A
Knowledge	<ul style="list-style-type: none"> • Specific knowledge relating to SEN Children • Specific knowledge of classroom support strategies 	√ √		A/I A/I
Skills/Abilities/Competencies	<ul style="list-style-type: none"> • To support identified areas of difficulty • To work effectively with staff and students • Implementation intervention strategies • Excellent communication skills • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with teenagers 	√ √ √ √ √ √ √		A/I/P A/I/P A/I I A/I A/I/R A/I/R
Experience	<ul style="list-style-type: none"> • Experience of working with SEN students • Experience of working with children on the Autism spectrum • Experience of working with young people • Experience of working in a School or College 		√ √ √ √	A A A A
Personal Qualities	<ul style="list-style-type: none"> • The eagerness to learn and improve their skills • Flexible • Team Player 	√ √ √		A/I/R A/I/R A/I/R

A = **Application Form**
R = **Reference**
I = **Interview**
P = **Practical**