



**JOB DESCRIPTION & PERSON SPECIFICATION  
SENIOR LEARNING ASSISTANT  
(LEVEL 3/ OUTREACH RESPONSIBILITIES)**

<b>Post:</b>	Senior Learning Assistant, Level 3 Lansbury Bridge School
<b>Salary:</b>	SCP point 7 – 11 plus Special Needs Allowance, pro rata for term-time only (plus 5 INSET days)
<b>Hours:</b>	37 hours per week, 39 weeks per year.
<b>Responsible to:</b>	Headteacher, Leadership Team and Class Teacher
<b>Post Objective:</b>	All Senior Learning Assistants at Lansbury Bridge School will become effective members of a multi-disciplinary team working together to achieve the aims of the school.

Lansbury Bridge School aims to become a **Centre of Excellence** characterised by:

- Excellence of provision for those pupils who receive their education on the site of the school – a safe, secure and caring environment where expectations and achievements are high, and children and young people realise their full potential in all areas of their development: academic, physical, emotional, spiritual, moral, social and independence.
- An environment where pioneering approaches to teaching, learning and support for children with complex learning difficulties are developed and evaluated.

- The provision of training, advice, guidance and support, based on proven and effective methods, to colleagues in mainstream schools to support them in building their capacity to meet the needs of children with an increasingly broad range of additional needs.
  
- The use of PE, sport and physical activity to improve the health, behaviour, confidence and learning of the whole school community.

# **Senior Learning Assistant, Lansbury Bridge School: Job Description**

## **Principal Responsibilities:**

- Supporting learning and teaching
- Developing pupils' independence skills
- Supporting the personal care and mobility needs of the pupils
- Working collaboratively with colleagues from the multi-disciplinary team
- Providing support to colleagues in mainstream schools.

## **Main Duties:**

### **Supporting learning and teaching**

Duties will include:

- assisting with the learning and teaching processes as directed by the class teacher at school
- assisting with the learning and teaching processes as directed by the class teacher at home
- organising resources for classroom activities as directed by the teacher.
- the supervision, control and direction of individuals, small groups and whole classes of children (lesson plans and Schemes of Work provided by teacher), as directed by the Headteacher.
- the organisation, washing and cleaning of tables, equipment, play areas, aprons etc. before and after activities.
- preparation and maintenance of materials and equipment for classroom activities.
- assisting with the monitoring and control of material and equipment stocks.
- establish and maintain, as directed by the Headteacher, appropriate inventories of equipment, furniture and other resources.
- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- liaison with parents, teachers and other agencies as directed by the Headteacher.
- contributing to the planning, recording, reporting, monitoring and assessment systems which assist the individual pupil's developmental process.
- the invigilation of examinations.
- collecting of dinner monies and marking attendance registers where required.
- providing clerical support to the class teacher.
- assisting with classroom display.
- attending assemblies.

**Many pupils at Lansbury Bridge School & Sports College may from time to time present physically challenging behaviour. Teaching Assistants must be prepared to manage physically challenging behaviour. School will provide training in physical intervention.**

### **Developing children's independence skills**

Under the direction of the Headteacher:

- Plan and deliver, in accordance with school policy, programmes designed to promote the personal care and independence of individual, small groups and whole classes of pupils.
- Assess, record and report, in accordance with school policy, in relation to personal care and independence programmes.
- Participate in the school's arrangements for managing individual pupil behaviour and social skill development including planning, writing, evaluating and reviewing individual Behaviour Management Plans, and working collaboratively with other staff to implement the plans.
- Establish and review targets to monitor, evaluate and improve pupil performance.

### **Supporting the personal care and mobility needs of the children**

Duties will include:

- assisting with the general support of pupils including feeding, washing, dressing and toileting including those children with special difficulties.
- contributing to the maintenance of a safe environment for children.
- accompanying pupils home or to hospital if necessary.
- attending to the physical and emotional welfare of the children.

### **Working collaboratively with colleagues from the multi-disciplinary team**

Administer emergency and routine medication and procedures as laid out in pupils' individual care plans following training by appropriate staff.

Participate in training related to the administration of emergency and routine medication and procedures.

Carry out therapy and medical programmes that have been designed by, and will be monitored by, therapy and medical staff.

Assist with the supervision, training and development of other classroom support staff.

### **Providing support to colleagues in mainstream schools.**

In partnership with the Senior Leadership Team, plan, deliver and evaluate training, advice, guidance and support to colleagues in other primary, secondary and special schools.

Assist with the organisation, monitoring and delivery of training to students and other adults on placement at Lansbury Bridge School.

### **GENERAL**

To work with the Headteacher and Leadership Team to extend the provision made available by the school beyond the school day to the benefit of the pupils, their families, and the community.

Participate in school arrangements for the appraisal of Teaching Assistants.

**All** staff at Lansbury Bridge School are expected to take responsibility for the following:

- To be aware of school policies and play a full role in their implementation.
- Safeguarding and promoting the welfare of children
- To comply with the Council's / School's Health and Safety Policy and associated safe working procedures and guidelines.
- Work collaboratively with all colleagues including Support, Therapy and Nursing staff.
- Expect and encourage high standards of behaviour.
- Supervision of pupils at arrival, departure, lunchtime and breaks.
- To comply with the Council's Data Protection Policy / legal requirements.
- To comply with the Council's / Schools Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.

All staff are expected to actively participate in as directed by the Headteacher:

- Staff Meetings.
- Multi-Disciplinary Meetings.
- Annual Review Process.
- Parents Evenings.
- Progress review meetings.
- Educational planning meetings.

**Please note: Many meetings take place outside the normal school day.**

All Senior Learning Assistants must be prepared to work with individuals, groups and classes of pupils across the whole age and ability range of the school, and across the full range of needs represented in the school.

The roles and responsibilities included in this job description apply both to activities taking place on the school premises and also during school activities off the premises.

All Senior Learning Assistants will be expected to contribute significantly towards the development of school policies and practices.

All staff are expected at all times to act in a manner as to justify public trust and confidence, serve the interests of Lansbury Bridge School, and uphold and enhance its good standing and reputation.

The details contained within this job description reflect the content of the job at the date it was prepared. However it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Headteacher and Governors will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

The post is subject to Enhanced Disclosure.

**PERSON SPECIFICATION & ELIGIBILITY CRITERIA FOR THE POST OF  
SENIOR LEARNING ASSISTANT**

ATTRIBUTES	CRITERIA	ESSENTIAL/ DESIRABLE	CRITERIA WILL BE MEASURED
<b>Education and Training</b>	To hold an NVQ Level 3 equivalent qualification (eg NNEB) related to childcare or child development.	E	A
	Evidence of sustained professional development.	D	A / I
<b>Work Experience</b>	Experience of supporting pupils with special educational needs in a mainstream or special school environment.	E	A / I
<b>Skills and Abilities</b>	<b>The ability to:</b>		
	Establish and review targets to monitor, evaluate and improve pupil performance.	E	I
	Communicate effectively - both verbally and in writing - with staff, parents, the community and relevant external agencies.	E	A / I
	Relate to and work with others as a member of a team.	E	I
	Work collaboratively with other staff in relation to meeting the full range of pupil needs.	E	A / I
	Plan, deliver and evaluate training, advice, guidance and support to colleagues and pupils in other primary, secondary and special schools.	E	A / I
	Plan, deliver and evaluate programmes to promote pupils' personal care and independence.	E	A / I
	Provide routine and emergency medical support to pupils following appropriate training.		
	To be a driver and travel between settings on a daily basis to facilitate sessions	E	A/I

<p><b>Knowledge</b></p>	<p>To have a sound awareness of, and a commitment to develop over time a significant in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The needs of children with a wide variety of SEN including PD &amp; medical difficulties, MLD, ASD and CLD.</li> <li>• The implications for the support, learning and teaching of children with a wide variety of SEN including PD &amp; medical difficulties, MLD, ASD and CLD.</li> <li>• Pupils' educational, emotional, moral, physical and social development across the age range of the school.</li> <li>• The needs and aspirations of parents of children with a wide variety of SEN.</li> <li>• The roles and responsibilities of occupational therapists, physiotherapists, speech &amp; language therapists and nursing staff.</li> </ul> <p>Knowledge of current developments with regard to supporting children with special educational needs.</p> <p>An understanding of continuity and progression in learning.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p><b>Personal Qualities</b></p>	<p>The ability to motivate and relate well to children and adults.</p> <p>The ability to be an example of good practice reflecting the policies of the Governing Body.</p> <p>A high standard of professionalism and self-discipline.</p> <p>A sound understanding of the needs of children and young people with physically challenging behaviour, and a willingness to provide these children</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>A / I</p>

	<p>and young people with the support they require.</p> <p>Able to build and maintain professional relationships with staff, pupils and parents.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Self-motivated with a willingness to take on responsibility.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>A / I</p> <p>A / I</p>
<b>Approach to work</b>	<p>Demonstrates an awareness of current educational developments and legislation.</p> <p>Demonstrates a commitment to keep up to date with developments and innovations in relation to children with special educational needs.</p> <p>Demonstrates a commitment to high quality and high standards.</p> <p>Demonstrates a commitment to involving parents as partners in the education process.</p> <p>Demonstrates a commitment to equal opportunity.</p> <p>Demonstrates an appreciation of pupils' and parents' needs and aspirations.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>A / I</p> <p>I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<b>Other Circumstances</b>	<p>To work 39 weeks / year (term time)</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p> <p>All full-time Teaching Assistants will be required to work at least once each week in an after-school club. (Clubs normally finish at 4-45pm and this time is included within the weekly hours).</p> <p>All Teaching Assistants are required to attend a staff meeting each week (this time is included within the weekly hours).</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>



Revised March 2017			A = Application Form I = Interview
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