



Kettlethorpe High School

Job Specification

Job Title: Lead Learning Support Assistant

Grade g6

Job Evaluation Code: PR1301

Reporting to: SENCO

Manager's Grade:

Location: Schools

Service Area:
Schools and Lifelong Learning

Service Directorate:
Family Services

Workstyle: Work place based

Overall Purpose of the Post:

Under the direction and supervision of a teacher or line manager to support pupil's learning, to attend to pupils personal needs and to provide general support in managing pupils and the classroom.

Requirements for the post.		
	Essential	Desirable
Qualifications/ Training	Level 2 Numeracy / Literacy or willingness to work towards this	Support Work in Schools (S.W.I.S.) Level 2. Supporting pupils with S.E.N. Level 2 or 3 qualification
Knowledge	Good numeracy/ literacy skills	Appropriate knowledge of First Aid Use of Technology e.g. ICT. Child Protection issues Health, Safety & Security issues. Data Protection issues.
Experience		Working or caring for children.
Physical Skills	Effective use of resources	
Competencies and other skills required	The ability to relate well with children and adults. The ability to work as a member of a team.	

Key Outcomes/ Activities

Overall Purpose of Post:

Under the direction of class teachers or line manager, and encouragement to provide support and challenge to pupils with SEND so that expectations and achievement is high – through working with individuals and small groups by supporting their learning, their personal needs and the classroom environment. Lead on specific SEND area and line manage 3-4 LSAs

SUPPORT FOR PUPILS:

- To provide general support with learning activities (eg literacy, numeracy, KS3, to enable pupils to understand instructions and to ensure they remain on task, establishing productive working relationships, acting as a role model and setting high expectations.
- To act as a key worker for named SEND pupils, meeting with them, monitoring their progress and maintaining contact with home.
- To assist with the supervision of pupils ensuring their safety and access to learning.
- To work with pupils 1:1 or with small groups of pupils within the classroom and sometimes outside the classroom – as directed by the class teacher or SENCO. Monitoring pupil progress to achieve good pupil outcomes.
- To assist pupils in using resources eg ICT.
- Challenge and motivate pupils, promote and reinforce self-esteem
- To support vulnerable pupils, planning worksheets and undertaking supportive work which assists withdrawal from and transition to mainstream lessons.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To assist the teacher or line manager by contributing to a pupils' individual behaviour/education plan.
- To report to the teacher or line manager on pupil progress and achievements in accordance with school policy
- To report to the teacher or line manager any pupil problems or behavioural difficulties in accordance with school policy.
- To assist with the personal needs of pupils including social, health, physical, hygiene, first aid and welfare matters.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Close contact with parents: having personal meetings at school and home visits, if required, plus everyday contact by telephone to discuss learning plans

SUPPORT FOR TEACHERS:

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- To assist class teachers with the displays of work
- To prepare the classroom as directed by class teacher for lessons and to clear afterwards
- To assist with the maintenance of equipment and resource
- To participate in school visits, assisting with activities as required
- Promote the inclusion and acceptance of all pupils within the classroom.
- To provide or gather routine information to or from parents/carers under the direction of the teacher or line manager.
- Contribute to the overall ethos/work/aims of the school

SUPPORT FOR CURRICULUM:

- To lead one of the four SEND areas: Sensory and physical; cognition and learning; communication and interaction or social and emotional and develop effective approaches and resources for use across the LSA team. Including the line management of 3-4 LSAs (at G4)
- Administer and assess/mark tests and invigilate exams/tests
- To assist with the supervision of pupils outside of lesson times, including before and after school and at lunchtimes. These duties shall be undertaken with the postholder's contractual hours.
- Transition involvement visiting primary schools
- Develop and implement individual Education Plans and linked reports
- Plan and deliver programmes and resources which provide required skills for pupils for the selected SEND area, which match their pupils interests, language and cultural background.
- Liaise between managers/teaching staff and teaching assistants
- Monitor pupil progress and attend relevant meetings including consultation evenings/review days
- Planning timetables/timetable changes for pupils to match need and link with school lessons (including reintegration if required).
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR SCHOOL:

- To undertake routine clerical duties including bulk photocopying and collecting dinner money.
- Contribute to successful Inclusion for all in the school. This might be: staffing inclusion spaces, making resources; lunchtime activities; taking small groups or contributing to alternative provision.
- Liaise with all professionals from outside agencies, e.g. Police, Social Services, CAHMS, Educational Psychologist, ASD, ADHD etc. in multi agency approaches supporting pupils.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Attend child protection meetings, representing the school as spokesperson on behalf of pupils, and their subject teachers where appropriate.
- Contribute to successful inclusion for all in the school. This may be; staffing inclusion spaces; supervising pupils on time out; making resources; lunchtime activities; taking small groups or contributing to alternative provision.
- Hold regular team meetings with managed staff.
- Undertake recruitment/induction/appraisal training/mentoring for managed staff.

Safeguarding

Our school is fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment and adhere to our safeguarding policies and procedures. All appointments are subject to rigorous safer recruitment checks in line with statutory guidance,

including **Keeping Children Safe in Education** and the school's own safeguarding policy.

Successful candidates will be required to:

- *Undergo an enhanced Disclosure and Barring Service (DBS) check, including barred list information.*
- *Provide satisfactory references, including verification of employment history and explanation of any gaps.*
- *Demonstrate eligibility to work in the UK and provide original documentation for identity and qualifications.*
- *Participate in safeguarding induction and ongoing training to maintain awareness of child protection responsibilities.*

We are an equal opportunities employer and welcome applications from all sections of the community. Our recruitment processes are designed to ensure that all staff are suitable to work with children and uphold the highest standards of professional conduct and integrity.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Responsibility for Resources

Employees (Supervision):

3-4 Learning Support Assistants (G4)

Financial:

None

Physical:

Effective use of learning materials and resources.

Customers and Clients:

The post involves some direct impact on the well being of pupils through undertaking tasks or duties related to the post.

Working Conditions:

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.

The nature of the post may involve periodic requirements for considerable effort, e.g. lifting or carrying of children.

Characteristics of the post:

The ability to occasionally attend meetings as required by the Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Childcare Disqualification Declaration (where applicable)
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment

- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure

Date completed: December 2015