

MODEL JOB & PERSON PROFILE - PRIMARY

Job Title: SEN Learning Support Assistant

Grade: Grade 3

Establishment: The Aspire Learning Federation - Elm Park Primary School/
The R J Mitchell Primary School

Responsible to: Head of School

Liaises with: Class teacher/Line Manager

Main purpose of the job

The Learning Support Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in line with the aims and objectives of the school.

The Teacher and Learning Support Assistant work as a team being 'partners' in providing activities for children's learning and supporting their independence as learners.

The Learning Support Assistant works under the direction and control of the headteacher and class teacher. At Grade 3 they would normally be expected to work independently with minimal supervision by the class teacher. They may be required to manage groups or individuals from a class without the presence of the classroom teacher and to use their own initiative to organise activities and tasks.

Purpose of Job: To assist and support pupils with special educational and moderate learning needs.

Liaison with: SENCO, Assistant Headteacher - Inclusion, Head of School, Class teachers, and other support staff, which may include outside agencies, e.g. Speech and Language Therapists, Educational Psychologists on behalf of the SENCo should the need arise.

Responsibilities of the post:

The Learning Support Assistant's (LSA) main role is to provide support for pupils with special educational needs. The LSA will ensure that the pupils can integrate as fully as possible in the activities generally undertaken by the other children in the class or specialist provision and make progress.

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Duties will include running specific programmes and activities to assist the pupils' individual learning and social needs. The LSA will be responsible for implementing the targets on the pupils' Educational Health Care Plan in liaison with the class teachers and the SENCo.

Supporting pupils

- To work under the supervision of a teacher to provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To work under the direct supervision of a teacher to carry out planned learning activities to meet the specific needs of designated children, either individually or in small groups, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
- To provide learning support for pupils in class or in 1:1 situations in specialist additional resource/nurture group provisions.
- To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
- To develop knowledge of the particular needs of the children and seek advice from the SENCo, class teacher and outside agencies as required.
- To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
- To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
- To prepare and utilise ICT resources to support pupils' learning.
- To organise and maintain an inclusive learning environment across the whole school environment.
- To interact with and respond positively to children, young people and adults.

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- Provide positive reinforcements, praise and rewards to pupils.
- To participate in educational visits and off-site activities in order to support the full engagement of the designated pupil(s).
- To support, as appropriate, in instances where pupils are unwell whilst at the school*
- To provide toileting support to pupils as necessary**
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

Supporting the SENCO

- To work as part of the team to ensure that the well being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCo to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning ,behaviour and communication skills.
- To provide regular feedback to the SENCo and, where necessary, relevant outside agencies about any pupil's difficulties and progress.
- To contribute to the pupils' annual review by writing a brief report and attending the meeting.

Supporting the School

- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team
- To maintain confidentiality and sensitivity to the pupils' needs but have regard to the safeguarding procedures of the school.
- To carry out duties as directed by the SENCo or Head Teacher
- To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required).

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* first aid should only be provided by staff who hold appropriate first aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

Personal Specification for Special Educational Needs Learning Support Assistant

You will need to:

- Have experience of working with children with special educational needs in a primary school setting.
- Have GCSE, 'O' Level or equivalent qualifications in Maths and English.
- Have NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL).
- Have knowledge and understanding of the different social, cultural and physical needs of pupils.
- Have an interest in how children learn and behave.
- Provide appropriate role models of behaviour both in the classroom and around school.
- Really care about children, particularly those who find learning and managing their behaviour difficult.
- Have training in aspects of SEN, i.e. ELSA, dyslexia.

You must be able to:

- Carry out tasks and responsibilities under the direction of the SENCo, Class Teacher, Assistant Headteacher - Inclusion or Head of School.
- Plan and prioritise tasks and work under the pressure of a busy inclusive primary school.
- Be productive and show initiative.
- Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds.
- Motivate pupils to learn.
- Motivate pupils to be sociable.
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupils.
- Work effectively with other adults in the school and wider community.
- Be a responsible and trustworthy role model.
- Have patience with children who find conforming to rules and expectations difficult.
- Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult.

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- Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary.
- Be computer literate.
- Attend training courses considered appropriate for the post.