

Job Description

Learning Support Assistant – Level 2



Equipping our children with the knowledge and skills to navigate life successfully.

Report to: Special Educational Needs Co-ordinator (SENCo)

Role Purpose: To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school.

Key functions		% of time (delete if not required)
Support for pupils	- Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachers - Deal with behavioural and special needs issues in conjunction with the teacher	25
Support for teachers	- Help implement lesson plans - Provide feedback to pupils without reference to the teacher - Take small class or small group of pupils for defined activities e.g. reading,	25
Support for curriculum	- Contribute with teacher to lesson contents and aims - Support and work with teacher in testing / assessment	25
Support for the school	- Carry specific specialist responsibility and support other staff in this area when needed - In conjunction with teacher, liaise with parents on pupil progress	25
Other	Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace	5

Decision Making

- Implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher
- Work under the general direction of the teacher, working unsupervised and without the close presence of the teacher
- Have training and expertise which may carry a specific specialist responsibility (e.g. speech therapy) supporting other staff in the school when help is needed in this area

Responsibilities

- Carry supervisory/induction/mentoring responsibility for other LSAs and, if they hold a specialist qualification, will also guide teaching staff in this area. Also brief and support new staff (including teachers) on the stage of development of pupils.

Review: September 2022

- Provide written reports when required which are detailed and complicated especially if they are addressing complicated pupil needs
- Monitor and record pupil progress
- Undertake periodic whole class supervision in the temporary, short-term absence of the class teacher. At present up to 30 minutes but waiting for national guidance.
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment
- Attend external working on trips, educational visits etc when required
- May be trained to undertake very personal/intimate medical work for children with special needs
- Skilled in restraint techniques for dealing with difficult children
- Maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Work with groups of pupils without direct supervision from the teacher
- Under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g. parents, education psychologist, GP
- Be professionally discrete and respect confidentiality at all times
- Take opportunities for professional development
- Keep up to date with school policies and procedures including Behaviour Policy

Safeguarding

- Report concerns regarding children on CPOMS and notify the DSL