



Warblington
School

LEARNING SUPPORT ASSISTANT JOB DESCRIPTION

Job title	Learning Support Assistant
School:	Warblington School
Line manager:	SENCO
Supervisory responsibility:	The postholder may be responsible for the supervision of the work of classroom assistants relevant to their responsibilities

ROLE REQUIREMENTS

Accountabilities	Accountability Statements	% of Time
Support for students	<ul style="list-style-type: none"> • Working with individual or groups of students, assist in ensuring students are kept on task and complete activities set by teachers. • Deal with behavioural and special needs issues in conjunction with the teacher 	50
Support for teachers	<ul style="list-style-type: none"> • Help implement lesson plans • Provide feedback to students in conjunction with the Learning Support Team 	15
Support for Curriculum	<ul style="list-style-type: none"> • Assist the teacher with testing and assessment • Review progress of students against learning programmes 	15
Support for the School	<ul style="list-style-type: none"> • Implement curriculum policies • Detect signs of behavioural issues • Work with outside agencies • Break supervision • First Aid (willing to obtain certificate) 	15
Corporate and Statutory Initiatives - equalities / health and safety / e-government / / sustainability	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace 	5

The key decision making areas in the role

- Implement lesson plans, deal with student behaviour and make judgements about student progress / student needs normally in conjunction with the teacher
- Undertake tasks broadly determined by the teacher
- The Teaching Assistant would not normally carry out specific specialist responsibility

The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the Teaching Assistant

The main contacts – external/internal customer contacts and purpose

- Internal (in school) – students, other colleagues, teachers, Deputy Headteacher, Special Needs Governor, other members of governing body
- External (outside school) – (usually under the direction of the SENCO) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police

Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Trained to undertake very personal / intimate medical work for children with special needs
- Manual handling responsibilities
- Expected to maintain behaviour management standards of students, some of whom can be especially challenging and difficult, and deal with racial / abusive language and bullying
- Health & Safety responsibility for self, students and area which is particularly demanding in a child-centred environment

Context/additional information

- There is a high confidentiality component with the need to hold the trust and confidence of both the students and teachers. It acquires information on child protection / family sensitive issues which must be treated carefully and appropriately.
- High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The post holder's working hours require constant student contact and there is no provision for attendance when students are not there.
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problems.

PROGRESSION IN ROLE

Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with students and sympathetic to their needs
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Initial induction / training required to become effective in the role

Estimated time to become operationally effective 6 – 8 months Induction 3 – 6 months

- attendance at LEA induction course for Teaching Assistants
- “shadowing” experienced Teaching Assistants in school
- knowledge of school and school systems / policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards student discipline and behaviour
- relationship between and respective responsibilities of teacher and Teaching Assistant
- professional relationships between staff and students
- support from ‘mentor’ LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups or individual students

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record student progress
- Competent in working with group of students with some supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups / students allocated
- Ability to motivate and encourage students appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (eg parents, education psychologist, speech therapist)
- Progression of specialist qualification / skills to deal with needs of particularly challenging students.