

Harrow Way Community School

Job Description

Learning Support Assistant

Job Outline

The Learning Support Assistant's role within the school is that of working with and under the guidance of the teacher who is giving the lesson. Ultimately this is under the control of the Deputy Head Teacher (Inclusion) or other SEND Qualified Teaching Staff.

Job Purpose

Assisting with and participating in the enhancement of educational opportunities as well as the care and welfare of students with Special Educational Needs & Disabilities.

The tasks carried out will be organised by the class teacher and will be a combination of all or some of the following:

1. Working with a group of students within a classroom under the direction of the class teacher.
2. Following a specialist programme, prepared by the teacher, or other professional with an individual or group of students.
3. Recording students' progress for records
4. Assisting the teacher by, for example, supporting students in lessons or preparing materials.
5. Providing physical support around the site and in lessons where necessary.
6. Accompanying teachers and/or students on visits, trips and journeys.
7. Attending day closures for in-service training if these occur during his/her contracted hours.
8. Preparing for and attending review meetings for students with Education Health Care Plans, when required in school time.
9. Assisting students during examinations
10. Any other duties which the Deputy Head Teacher (Inclusion) or the Headteacher might reasonably expect.

The Basic Skills/Competencies of a Learning Support Assistant

- Empathy with students and sympathetic to their needs
- Proven literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Firm, sensitive and effective approach towards student discipline.
- Good organisational ability.
- Ability to work with the teacher in the delivery of teaching activities.
- Ability to apply knowledge and skills from training (e.g. in behaviour management, manual handling) in practical classroom context and, where necessary, spread techniques and expertise to other staff.
- Flexible in relation to tasks undertaken and groups/students allocated.
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts with the school (e.g. parents, education psychologist, speech therapist)
- Ability to motivate and encourage students appropriately
- Ability to work independently and with initiative
- Professionally discrete and able to respect confidentiality on particular issues.