

Job Description Learning Support Assistant

Job Title	HLTA/LSA
Department	Student Support
Reporting to:	Key Stage Leaders
Main Purpose of the role	
<p>As a Learning Support Assistant your role will involve you assisting with general support throughout the school. You will be taking on 1:1 sessions and small groups, as well as supporting whole classes. In general, you will be supporting SEN pupils through the academic, social and personal elements of school life.</p> <p>You will be expected to promote and secure high standards of teaching and learning, whilst supporting pupil achievement and progression</p> <p>You will need to actively contribute to SGS Pegasus School vision, aims and objectives.</p>	
Key Tasks / responsibilities:	
<p>The specific duties of an LSA or HLTA will be determined by the Senior Leadership Team and will depend upon the needs of the school. It will also look a little different for an LSA working one-to-one with a student.</p> <p>TEACHING & LEARNING</p> <ul style="list-style-type: none"> <input type="checkbox"/> To work alongside the class teacher and/or support staff in delivering learning and/or social communication/interaction activities to individuals, groups or whole class of pupils. This may be with or without the teacher being present in the class (HLTA role) <input type="checkbox"/> To lead groups or whole class sessions with lively, rich and enthusiastic lesson delivery, with flexibility and creativity to promote effective participation, enhance individual learning, raise aspirations and achieve full potential <input type="checkbox"/> To maintain and actively utilise individual student success plans <input type="checkbox"/> To work alongside teaching staff and make a significant contribution to the planning and preparation of activities and work programmes for pupils <input type="checkbox"/> To provide teacher(s) with appropriate feedback on pupil achievement, progress and development <input type="checkbox"/> To contribute to reports required for pupils i.e. for Annual Reviews, Parent/Carer meetings <input type="checkbox"/> Actively contribute to SGS Pegasus School Development Plan <p>LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> To contribute to creating a safe, stimulating and supportive learning environment <input type="checkbox"/> To arrange resources, equipment and materials to be accessible to encourage pupils to become independent learners <input type="checkbox"/> To create and maintain up to date displays with pupils which support learning and achievement <input type="checkbox"/> To work with staff to organise and participate in educational visits, assemblies and other events for pupils to enrich the curriculum <p>DEVELOPING SELF ESTEEM / BEHAVIOUR EXPECTATIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote equality and to treat everyone with fairness and dignity <input type="checkbox"/> Develop an ethos of inclusion <input type="checkbox"/> Promote positive values, attitudes and behaviour <input type="checkbox"/> Implement strategies to support pupils' self-esteem and self confidence 	

- Understand how individual pupils develop and how progress may be affected by a range of influences
- Ensure high standards of behaviour, and share in whole school responsibility for the safety, well-being and behaviour of all pupils including the safe supervision as required of all pupils e.g. at playtimes

COMMUNICATION AND TEAM COLLABORATION

- To work with staff to provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on progress and areas for development
- Be part of a whole school team, involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- Be proactive in identifying opportunities for working with colleagues, developing and sharing effective practice
- Liaise with commissioned therapists/agencies e.g. Speech & Language Therapist, Educational Psychologist

HEALTH AND WELL – BEING / SAFEGUARDING

- To support the social development and welfare needs of individual pupils in accordance with school practices and policies.
- Adopt SGS Pegasus School policies and procedures and be aware of local and national policies and guidance on the safeguarding and well-being of pupils
- Keep up to date with safeguarding training
- Know how to identify and support pupils whose progress, development or well-being is affected by changes to their circumstances
- Undertake risk assessments for individual pupils, activities and working areas as required
- Recognise health and safety is a responsibility of every team member, taking responsibility of the care of self and others
- Adhere to SGS Pegasus School Health and Safety policy and any school-specific procedures / rules that apply to this role

PERSONAL AND PROFESSIONAL DEVELOPMENT

- Improve personal practice and performance and take responsibility for identifying and meeting own professional development
- Participate and contribute to performance appraisal reviews
- Attend staff meetings and training as required

FRAMEWORKS

- Maintain up to date knowledge and understanding of the professional duties of support teams in schools
- Work within SGS Pegasus School policies, procedures and practice and contribute to their development as required

ALL STAFF

- This job description is not an exhaustive list. The post holder may be required to undertake other duties commensurate with their role as directed by the Headteacher
- An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Appraisal Policy

Supporting Trust Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust’s goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust’s mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.

<ul style="list-style-type: none"> • Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety, 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Marie Cooper – Assistant Head 26.5.2022					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

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Person Specification Learning Support Assistant

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application form
HLTA Qualification		✓	Application form
Further qualifications related to special educational needs		✓	Application form
First Aid training (including resuscitation procedures for children)		✓	Application form
Autism Awareness Qualification		✓	Application form
Ability to demonstrate a willingness to attend appropriate training and development (particularly regarding autism and SEMH needs)	✓	<input type="checkbox"/>	Application form/interview
Experience and knowledge			
Experience of supporting pupils with SEND within Primary and/or Secondary Phase	✓		Application form/interview
Experience of delivering the National Curriculum to small groups	<input type="checkbox"/>	✓	Application form/interview
Experience of leading groups or whole class in the absence of the class teacher (HLTA Role)		✓	Application form/interview

Criteria	Essential	Desirable	Assessed by
Understanding and awareness of the needs, aspirations and concerns of families of pupils with SEND	✓		Application form/interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application form/interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application form/interview
Experience of and commitment to promoting and safeguarding the welfare of pupils	✓		Application form/interview
Skills and abilities			
Ability to work as a leader and member of a team and in different partnerships	✓		Application form/interview
Excellent people skills – motivating, nurturing and challenging children (with autism and SEMH needs) and adults to achieve	✓	☐	Application form/interview
Commitment to promote home-school partnerships	✓		Application form/interview
High expectations for pupils, using strategies to meet the personalised learning and emotional/sensory needs of every child	✓		Application form/interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓ ☐		Application form/interview
Approachable with excellent interpersonal skills	✓		Application form/interview
Ability to promote and develop positive relationships within and beyond the school	✓		Application form/interview
Essential Trust Attributes			

Criteria	Essential	Desirable	Assessed by
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview

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