



Church Langton CE Primary School

JOB DESCRIPTION

Job Title: 1:1 SEN Learning Support Assistant (LSA)

Grade: 5

Responsible To: Headteacher

**Key Relationships/
Liaison with:** Teachers, Other classroom support staff, SENCo

Job Purpose: A 1-1 LSA will work under the direct supervision of a teacher to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting small groups of pupils but will focus primarily on caring for the needs of a specified pupil.

Occupational Standards: Supporting Teaching and Learning (STL) Level 2

MAIN DUTIES AND RESPONSIBILITIES:

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

- 1 To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about the Education, Health and Care Plan, contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil

- 2 To establish supportive relationships with the pupil and parents concerned

- 3 To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- 6 To mark pupils' work under the direction of the class teacher
- 7 To support the pupil in developing social skills both in and out of the Classroom
- 8 To support the use of ICT in learning activities and with specific programmes to support learning.
- 9 To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- 10 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 11 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 12 Where appropriate, to know and apply positive handling techniques
- 13 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- 16 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 17 To be aware of confidential issues linked to home/pupil/teacher/school
- 18 To contribute towards reviews of the pupil's progress as appropriate
- 19 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 20 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 21 To be willing to support playground/break time supervision e.g. educational games, homework clubs
- 22 To accompany teacher and pupils on educational visits
- 23 To provide individual support, as required, during examination sessions

24 To provide appropriate physical support in accordance with training and the needs of the pupil. This could include support with toileting routines.

25 To carry out the above duties in accordance with the school's Equal Opportunities Policy.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) Expenses will be paid in accordance with the Local Conditions of Service.
- (c) This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.



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PERSON SPECIFICATION

	Essential	Desirable	How assessed
<p>Qualifications</p> <ul style="list-style-type: none"> NVQ 2 in Supporting Teaching and Learning, or equivalent <p>OR</p> <p>Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post.</p> <ul style="list-style-type: none"> Level 2 qualifications in maths/numeracy and English/literacy 	✓		App/Doc
<p>Experience</p> <ul style="list-style-type: none"> Experience of supporting teaching and learning in a formal setting 	✓		App/Int/ Ref
<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. 	✓		App/Int/ Ref
<p>Skills/Attributes</p> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to work effectively as part of a team. 	✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref
<p>General Circumstances</p> <ul style="list-style-type: none"> Attendance - evidence of regular attendance at work. 	✓		App/Ref/ Med

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
<p><u>Factors not already covered</u></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.</p>	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)