



HAGLEY CATHOLIC HIGH SCHOOL



Learning Support Assistant – Job Description

Post Title: Learning Support Assistant

Scale: 3 SCP: 5 – 6, Teaching Assistant Level 2

Hours: 32 hours 30 minutes per week/39 weeks per year (term time only including 5 training days)

Salary: £18,795 - £19,171 full time equivalent, actual salary £14,120 - £14,402 pay award pending

This is a temporary contract as it is linked to a student with SEN.

Reporting to: SENCO

Main Purposes of Role:

To work under the guidance of teaching staff with a limited degree of autonomy and will require someone who has specific skills and experience. The role will require the suitable candidate to work with a specific student at the direction of the SENCO. This is a temporary contract as it is linked to a student with SEN.

To implement agreed work programmes with individuals/groups and support teaching staff in the development and education of students including the provision of detailed and specialist skills/knowledge in particular areas. To assist the teacher in the whole planning cycle and supervise whole classes or groups during the short-term absence of a teacher.

Key Accountabilities:

Support for Students

- Make a substantial contribution to Individual Learning Support Plans and their implementation.
- Use specialist skills and training to support bilingual/multilingual students and help them to access the curriculum.
- Use specialist skills and training to support students with communication and interaction difficulties e.g. speech and language delay, dyslexia, dyspraxia etc.
- Use specialist skills and training to support students with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support students with cognition and learning difficulties e.g. encouraging the students to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the student is making slow progress.
- Using specialist skills and training to support the behaviour management of students with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor student's behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.
- Provide feedback to students in relation to progress and development.
- Establish productive working relationships with students acting as a role model and setting high expectations.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide pastoral support to students.
- Receive and supervise students excluded from, or not otherwise working to a normal timetable.
- Develop 1:1 mentoring arrangements with students if required by the SENCO

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- Promote the effective transfer of students across phases/integration of those who have been absent.

Support for Teacher/School:

- Assess the needs of students and contribute to the development of IEP's.
- Observe and report on student performance.
- Take responsibility for the management of challenging student behaviour.
- Provision of student information to external agencies.
- Design and produce worksheets or administer coursework with minimal supervision for groups of students.
- Undertake more complex marking of students work in line with school policy.
- Undertake joint home visits as appropriate and in line with LEA policy.
- Implement and evaluate specific curriculum plans and activities for groups of students to meet the individual needs of those students.
- Contribute to curriculum planning.
- Contribute to the identification and planning of out of school learning activities beyond the school day.
- Under the guidance of a teacher, implement agreed work programmes with individuals or groups maintaining good order and keeping students on task.
- Provide emergency cover supervision for a group or class, under the direction and control of the Principal or other designated member of staff during the unplanned short-term absence of the teacher, normally for periods of up to one session, limited to no more than 2 sessions per term, unless a cover supervision allowance is payable.
- To provide specialist language support to individuals/groups where English is not the first language.
- Provide guidance and assist in the training and development of staff as appropriate.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters.
- Provide clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of students out of school learning activities.
- Supervise students on visits and trips as required.
- Be aware of and comply with policies and procedures relating to Child Protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising student achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Special Conditions:

Hagley Catholic High School is a member of the Saint Nicholas Owen Catholic Multi Academy Company, which is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Disclosure and Barring Service check and medical clearance.



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Learning Support Assistant – Person Specification

	Essential	Desirable	How Evidenced
Experience			
Demonstrable experience of working with or caring with children of a relevant age.	•		Application
Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.		•	Application
Working knowledge of national curriculum and other basic learning programmes/strategies.		•	Application
Understanding of the principles of child development and learning processes.	•		Application and Interview
Experience of supporting teaching staff in the development and education of students, including the provision of specialist skills and knowledge.	•		Application
Qualifications and Training			
A good general education with Maths and English at GCSE C or above, or equivalent.	•		Application and Interview
Completion of DfES Teacher Assistant Induction Programme.		•	Application and Interview
Practical Skills			
Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	•		Application and Interview
Relevant knowledge of first aid.		•	Application and Interview
Ability to use relevant technology e.g. computer/ keyboard/photocopier/video.	•		Application and Interview
Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	•		Interview
Personal Qualities and Attributes			
A Knowledge of Equality and Diversity issues.	•		Interview
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	•		Application and Interview
Ability to relate well to children and adults.	•		Application and Interview
Ability to self-evaluate learning needs and actively seek learning opportunities.	•		Application and Interview
Safeguarding			
To comply with the Schools commitment to the protection and safeguarding of children.	•		Interview

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