

The Hamble School



LSA Job Description & Person Specification

- Job Title:** Learning Support Assistant (Grade B)
- Role:** To work as part of the Inclusion Team in delivering high impact interventions and supporting students with learning difficulties/disabilities in mainstream classrooms.
- Line Manager:** Senior SENDCo & SENDCo
- Work in partnership with:** Senior SENDCo, SENDCo, Inclusion administrator, fellow LSAs and Class teachers.
- Duties:**

In relation to the individual student

- To develop an understanding of the special educational needs of the student/s concerned.
- To develop learning resources / strategies that support students' academic progress.
- To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- To build and maintain successful relationships with student, treat them consistently, with respect and consideration.
- To help promote independent learning.
- To help reinforce learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- To help keep the students on task and to build motivation.
- To model good practice.
- To help build the student/s' confidence and enhance self-esteem.
- To contribute to intervention sessions with students to develop academic progress (e.g. reading, spelling).

In relation classroom teacher

- To have formal and informal meetings with teachers to contribute to planning lessons / activities.
- To prepare students beforehand for a task.
- To work on scaffolded activities with identified groups.
- To support the teacher in implementing specific teaching programmes.
- To supervise practical tasks.
- To be involved in keeping records and evaluating identified students' progress.

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In relation to the school and the Inclusion Department

- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
- Any other tasks as directed by the Headteacher which fall within the purview of the post.
- Work with outside agencies.
- Break-time supervision within the Inclusion Department.
- To measure and record identified students' academic progress (e.g. demonstrating impact of intervention).

Supervision arrangements:

- Termly formal review of performance with Line Manager.
- Weekly department meetings for team of LSAs.
- Observation of classroom support work by SENDCo and Line Manager (SLT) initially twice yearly.

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 children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Initial induction/training required to become effective in the role

- “Shadowing” experienced LSA in school.
- Knowledge of school and school systems/policies.
- Understanding of curriculum, particularly literacy and numeracy requirements.
- Approach towards pupil discipline and behaviour.
- Relationship between and respective responsibilities of teacher and LSA.
- Professional relationships between staff and pupils.
- Support from inclusion administrator.
- Developing health and safety knowledge.
- Independent working, supported by teacher, with groups of or individual children.

The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

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PERSON SPECIFICATION FOR LEARNING SUPPORT ASSISTANT

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and training	A good general education, with C GCSE (or equivalent) grades in English and Maths.	Evidence of qualifications in SEND area. Degree level qualification Qualifications in ICT
Experience	Evidence of having worked with children in some capacity; this could be as a parent/carer.	Relevant work experience in a similar environment. Experience of working with children with SEND, preferably at secondary age.
Qualities, skills, knowledge and abilities.	<p>Empathy with students and sympathetic to their needs.</p> <p>Confident literacy and numeracy skills.</p> <p>Good communication skills and able to clarify and explain instructions clearly.</p> <p>Professionally discrete and able to respect confidentiality on particular issues.</p> <p>Well-developed interpersonal skills and sense of humour enabling effective working relationships with a variety of different people.</p> <p>Ability to get the best out of children.</p> <p>A sense of humour.</p> <p>Adaptability.</p> <p>Good time management</p> <p>Able to work on own and as part of a team.</p> <p>A clear communicator.</p> <p>Ability to work calmly and with patience.</p>	
Health	<p>A good attendance record.</p> <p>Evidence of the stamina required to cope with the demands of the post.</p>	
References	Supportive.	