

# JOB DESCRIPTION

<b>School:</b>	New Swannington Primary School
<b>Job Title:</b>	Learning Support Assistant – SEN / Intervention (SEN LSA)
<b>Grade:</b>	5
<b>Post Number:</b>	
<b>Responsible To:</b>	Headteacher
<b>Key Relationships/ Liaison with:</b>	SENCO / Inclusion Manager, Teachers, Other classroom support staff, A SEN LSA will work under the direct supervision of a teacher to provide support for SEN and other identified pupils to enable them to access the school curriculum and engage in all aspects of school life, in accordance with school policies and procedures. This may include supporting individuals or small groups of designated pupils, including in a whole class setting.
<b>Job Purpose:</b>	
<b>Occupational Standards:</b>	Supporting Teaching and Learning (STL) Level 2

## MAIN DUTIES AND RESPONSIBILITIES:

1. To work under the supervision of a teacher to provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
2. To work under the direct supervision of a teacher to carry out planned learning activities to meet the specific needs of designated children, either individually or in small groups, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
3. To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
4. To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
5. To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
6. To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
7. To prepare and utilise ICT resources to support pupils learning.
8. To prepare and support the use of learning materials, adapting them as necessary to meet the needs of the designated pupil(s).

9. To participate in educational visits and off-site activities in order to support the full engagement of the designated pupil(s).
10. To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions.
11. To provide lunchtime supervisory support.
12. To interact with and respond positively to children, young people and adults.
13. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
14. To contribute to the provision of support for bilingual / multilingual pupils if required.
15. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special schools)
16. To support, as appropriate, in instances where pupils are unwell whilst at the school\*
17. To provide toileting support to pupils as necessary\*\*

**Occasional duties and responsibilities not affecting the grade of the post:**

It is recognised that from time to time named/designated children may be absent from school or otherwise taken out of the normal timetable, such that SEN support is temporarily not required. At these times SEN LSAs are expected to be flexible and may be required to undertake other tasks commensurate with the grade of the post, including but not limited to:

18. To provide agreed support to the teacher in the delivery of planned whole class learning activities.
19. To contribute to the creation of visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.

\* first aid should only be provided by staff who hold appropriate first aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

\*\* these duties only to be undertaken after appropriate risk assessment and training have been provided.

## SPECIAL FACTORS:

*(Please delete/add where appropriate)*

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 eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10<sup>th</sup> September 2012. Therefore a DBS enhanced check is an essential requirement.

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 Equality Act 2010 to accommodate a suitable disabled candidate.

# PERSON SPECIFICATION

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	Essential	Desirable	How assessed
<b>Qualifications</b> <ul style="list-style-type: none"> <li>NVQ 2 in Supporting Teaching and Learning, or equivalent</li> </ul> OR Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post.	✓		App/Doc
<ul style="list-style-type: none"> <li>Level 2 qualifications in maths/numeracy and English/literacy</li> </ul>		✓	App/Doc
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of supporting teaching and learning in a formal setting</li> </ul>	✓		App/Int/ Ref
<b>Knowledge</b> <ul style="list-style-type: none"> <li>Knowledge of child protection and health and safety procedures.</li> </ul>	✓		App/Int/ Ref
<b>Skills/Attributes</b> <ul style="list-style-type: none"> <li>Ability and willingness to undertake professional development.</li> <li>Good interpersonal skills.</li> <li>Empathy with children and young people.</li> <li>Ability to work effectively as part of a team.</li> </ul>	✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref
<b>General Circumstances</b> <ul style="list-style-type: none"> <li>An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.</li> </ul>	✓		App/Int
<b>Factors not already covered</b> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

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