

## Job Description and Person Specification

### Learning Support Assistant

KGA Salary Band 3, Point 3-4

Purpose	To assist and support students with special educational, social, emotional and behaviour difficulties
Reporting to	Line Manager / Inclusion Senior Leadership
Hours	37 hours per week / 39 weeks per year

### Specific Areas of Responsibility

#### Intent

- Planning, organising and delivering interventions for small groups of SEND students
- In class support for students with SEND in the mainstream classroom setting
- In class support for students with SEND in adjusted curriculum provisions
- Leading break and lunch time activities for students with SEND
- Leading after school and/or before school clubs for students with SEND
- Acting as a Keyworker for students with an EHCP
- Acting as a mentor for identified students with SEND
- Contributions towards SEND profiles on Provision Map
- Contributions towards relevant meetings with parents and/or outside agents, including EHCP annual reviews
- Liaison with parents /carers of students with SEND
- Supporting students with Exam Access Arrangements
- Support of transition of students between Key Stages
- To work closely with the SEND and Inclusion leadership team
- To understand the statutory requirements that are required within SEND and the linked funding that is allocated to learners with SEND

#### Implementation

- Support students with SEND with accessing learning in the mainstream classroom setting and by providing students with the skills they need to become independent and successful adults through the delivery of Tier 2 SEND interventions.
- Attend all department meetings to engage in training delivered to support their practice in their role in both the classroom and intervention settings.
- Work with learners with varying needs across all 4 areas of SEND: Cognition and Learning, Communication and Interaction, Sensory and Physical Disabilities and Social, Emotional and Mental Health.
- Lead activities for learners with SEND; before / after school clubs as well as break and lunchtime activities.
- Supporting students with EAA will lead to better performance in exams enabling the learner to make the most progress.
- Contributing to meetings / EHCP annual reviews will inform progress and deciding of next steps / targets.
- Liaising with parents / carers of students with SEND will support the communication between school and home developing excellent relationships and a level of support for the student that builds confidence and progress.

#### Intended impact and how it will be measured

- Learners with SEND will be able to access the curriculum which will be engaging across all subjects and

connections will be purposeful and support progress.

- Subject leaders will identify the support and challenge positively and make an impact in their subjects.
- Learning walks, lesson observations and monitoring of targeted interventions will indicate that high expectations are set and achieved for learners with SEND.
- Parents/Carers (through a forum/survey) will have confidence in the Inclusion Offer and will engage with the feedback to support them in understanding what their child is learning.
- Teaching staff will demonstrate teaching standard 5; enabling the learning environment to be an inclusive environment across all key stages and support will be put into place where this isn't demonstrated.
- Learner voice and engagement will be used to support capturing how successful the inclusion provision is.

#### Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum resourcing to secure co-ordinated outcomes for learners

#### Health, safety and discipline

- Assist with Health & Safety requirements for the department
- Promote the safety and wellbeing of students

#### Professional development

- Take part in the school's appraisal procedures
- Take part in training and development to improve the quality of resourcing/provision
- Where appropriate, take part in the appraisal and professional development of others

#### Communication

- Communicate effectively with relevant stakeholders
- Develop effective professional relationships with colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

#### Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

All colleagues will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

#### **Mobility Clause**

You may be required to work some of your contracted hours at other schools within the Trust, subject to the needs of the role.

#### **Flexibility Statement**

It is impossible to define clearly the exact nature of any job in a school. Therefore, the purpose of this job description is to outline the main duties that have to be fulfilled. When there is an emergency or in times of difficulty, absence or sickness, it is necessary to take on a variety of tasks and responsibilities regardless of job description under the direction of the Line Manager and School Leadership.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the employer reserves the right to make changes to the job description following consultation

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	Evidence of professional development relevant to this role Educated to GCSE Level Maths or English or able to demonstrate good understanding
<b>Skills and knowledge</b>	Excellent communication and organisational skills Knowledge of guidance and requirements around safeguarding children Good IT skills, including previous use of school systems such as MIS and safeguarding systems. Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships with staff and other stakeholders
<b>Personal qualities</b>	Commitment to upholding and promoting the ethos and values of the school Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to equity

King's Academies are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

King's Academies pursues a policy of equality of opportunity.