

VYNERS SCHOOL



Learning Support Assistant – Inclusion Department

Job Description

Core Purpose:

To work under the direct instruction of teaching staff to support access to learning for students with specific needs.

Core Qualities:

- Comfortable dealing with children with specific physical / emotional / educational needs
- Committed to facilitating and supporting the needs of specific students
- Able to promote and safeguarding the welfare of students at the school and to act as an appropriate role model for young people

Support for students:

- Supervise and support students on a group and 1-1 basis, ensuring safety and access to learning
- Gathering and ensuring the availability of appropriate resources for delivery during group and 1-1 sessions.
- Deliver pre-teaching and post-teaching support to students as required.
- Establish good relationships with the student, acting as a role model and being aware of and responding appropriately to individual needs.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.
- Promote the inclusion and acceptance of the student.
- Liaise with class teachers regarding individual student's provision and targets.
- Support students to understand instructions, by clarifying and explaining instructions as necessary.
- Develop appropriate class resources to support students.
- Deliver and evaluate structured programmes of intervention.
- Attend to the student's personal needs if required.
- Provide access arrangements for students undertaking exams, where necessary. To invigilate exams, as required, for students with access arrangements.

Support for teachers:

- Be aware of the student's problems/progress/achievements and liaise with subject teachers as required in relation to the needs of individual students.
- Support the teacher in managing the student's behaviour in line with the school's behaviour policy, reporting difficulties as appropriate. Logging merits and incidents on SIMS as required.
- To monitor students' progress where necessary using precision teaching methodology and report back to the SENCo.
- Undertake record keeping as requested.
- Liaise with parents / carers (including gathering/reporting information) as appropriate.

Support for the curriculum:

- Support the student in respect of national learning strategies – e.g. literacy and numeracy

as directed.

- Support the student in using basic ICT as directed.
- Prepare and maintain equipment and resources, as directed by teaching staff, in order to support students. To modify resources as required within lessons in order to make learning accessible for students. Support students in the use of equipment and resources.

Support for the school:

- Be aware of and comply with policies and procedures relating to student protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and the student on visits, trips and out of school activities as required.
- To carry out any other duties in connection with the role as may reasonably be required.

Line Manger:

SenCo

Hours of Work:

8.30am – 3.00pm, 5 days per week. ½ hr unpaid lunch break.

Grade:

This post is paid at Vyners Grade 3

Total Hours:

30 hours per week (not inc unpaid lunch break). 190 days a year (term plus 2 INSET days). 1140 hours per annum.

This may vary, dependent upon contract.

Signed

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(Postholder)

Date

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Signed

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(Line manager)

Date

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Person Specification

Essential:

- Good interpersonal skills, capable of interacting well with students and other members of staff
- Calm and approachable
- A patient and positive outlook
- A good listener
- A team player
- Good attention to detail
- Basic IT skills (MS Office products)

Desirable:

- Previous experience in a Special Educational needs (SEN) role
- Previous experience of working with secondary age children
- Previous LSA experience