



SAMUEL WARD

## Job Profile Part A: Job Description

---

**Job Title:** Learning Support Assistant

**Job Ref:**

**Grade/Salary Scale:** TBD

**Team(s):** Subject Team / Curriculum Support Team

### Accountabilities

**Responsible to:** SENDCo

**Link Governor (if applicable):** TBD

**Team Performance Indicators:** TBD - See Team Review and Development Targets Plan

---

### Professional Development Framework, Related Strand(s):

- Leadership Professional Development Strand
- Teaching for Learning Professional Development Strand
- Coaching for Learning Professional Development Strand
- Higher Level Teaching Assistant (TDA Professional Standards)
- Teaching Assistant (TDA National Occupational Standards)

(as applicable, to be attached to job description)

---

### School Mission Statement

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self esteem;
- Intentionally developing Students' Leadership Award Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of pupils

### **Job Purpose:**

Responsibility for teaching and learning is along a continuum. Subject teachers remain accountable for all students' progress, however LSAs add important capacity to teaching and learning through their varying levels of supervision and support of targeted individuals/small groups. LSAs additionally support subject teachers in managing behaviour and through the planning and preparation of resources, enabling teaching staff to further support students with specific needs.

There is an expectation that LSAs will actively contribute to the on-going monitoring and assessment of students' learning – regularly liaising with subject teachers and the SENCO about progress against expected outcomes of supported students. All Support Staff take the lead for monitoring a given number of students, completing initial one-page profiles and liaising with staff across the school – there are regular meetings with the SENCO to discuss progress as well as to discuss support strategies/resources.

---

### **Critical Responsibilities – under the supervision and direction of subject leaders/subject teachers**

To carry out the following professional duties as circumstances may require and in accordance with the school's policies under the direction of the Principal, in particular:

- contribute to the preparation and planning of discreet lessons or a series of lessons – which may include the making of resources/contributing to displays to support learning
- use Preparation, Planning, Administration (PPA) time for planning/feedback with subject staff/SENCO as part of role in monitoring student progress
- remain well informed of content of scheme/subject objectives and the LSA's role in achieving them
- actively contribute to regular, on-going assessment of progress against expected outcomes for supported students through monitoring and observation of student responses
- undertake accurate feedback and correcting of students' work according to the school's marking and literacy policies
- support inclusion through supervising and providing particular support for students, including those with SEND, ensuring their safety and access to learning activities

- being a SEND representative and advocate – ensuring good communication between Curriculum Support and subject staff
- establish good relationships with students, interacting with them in ways appropriate to their needs – promoting and supporting the school’s behaviour policy
- support the use of ICT, literacy and numeracy across the curriculum, helping students develop competency and independence - extending vocabulary and oracy skills, especially technical, subject-specific language
- demonstrate a willingness to undertake appropriate CPD to enhance both subject knowledge and knowledge of SEND - developing knowledge and skills in a specific area of interest to support the whole Curriculum Development team
- undertake the duties of a Learning Coach as outlined in the Learning Coach Job Profile (LC01) (if applicable)
- support the delivery of Enrichment Programme and Breakfast and Lunch club activities as appropriate (if applicable)

#### Administrative duties

- prepare and present displays of students' learning and achievements
- support teachers in photocopying and other tasks in order to support learning and teaching
- set a good example in terms of dress, punctuality and attendance
- attend team and Achievement Team (if a tutor) and whole staff meetings
- ensure compliance of all activities with the relevant Safeguarding and Health and Safety legislation
- maintain confidentiality inside and outside the workplace
- understand and apply school policies
- support students who have exam access arrangements, complying with the Joint Council for Qualifications practice

**Monitoring:** As specified by the Principal and in accordance with the School Calendar and Evaluation Schedule

**Meeting Attendance:** As directed

**Key Performance Indicators:** TBD

**Qualifications:**

---

**Experience & Knowledge:**

- Good numeracy and literacy skills
- 

**Key Skills & Attributes:**

Essential

- Positive disposition to implementing the School's educational vision

Generic

- Able to develop genuine, empathetic relationships with young people
- High personal standards in terms of attendance, punctuality and meeting deadlines
- High level of personal organisation skills
- Good communication skills, both written and spoken
- Solution focused disposition and a positive attitude particularly to challenge and change
- Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students
- Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education
- Able to work as part of a broader inclusion and student support system
- Ability to work with flexibility, as a team player and supportive of team working
- Ability and willingness to develop own understanding and capability through advice and training
- Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency
- Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes

Specific:

- Ability to work with a wide range of students' needs
- Understanding and practical application of assistive technology
- Commitment and belief in the aspirations of inclusion and equality of opportunity for all students
- Working knowledge of relevant policies/codes of practice/legislation
- Ability in resources preparation to support learning programmes
- Be familiar with Child Safeguarding Policies and protocols

Samuel Ward has developed a framework for supporting effective practice which will be used to support staff professional development.

Date Job Profile Generated: May 2012

Date of Job Profile Review:

	<b>Supervision and support</b>	<b>establishing good relationships</b>	<b>Managing pupil behaviour</b>	<b>Contribution to Teaching</b>	<b>Support for ICT, literacy and numeracy</b>
1	Supervise and support pupils ensuring their safety and access to learning, alerting the teacher to where help is needed. Promote the inclusion of all pupils	Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs	Support the teacher in managing pupil behaviour, reporting difficulties as appropriate. Encourage pupils to interact with others and engage in activities led by the teacher. Encourage pupils to act independently	Support pupils to understand instruction and inform teacher when students have difficulty	Support pupils' literacy, numeracy, ICT as directed by the teacher
2	Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. Promote the inclusion of all pupils	Establish constructive relationships with pupils and interact with them according to their individual needs.	Set high expectations and promote pupils' self-esteem and independence. Encourage pupils to interact with others and engage in activities led by the teacher. Promote good pupil behaviour and encourage them to take responsibility for their behaviour	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. Inform the teacher of students' misconceptions	Support the use of ICT, literacy and numeracy in learning activities and develop pupils' competence and independence in their use
3	Use specialist skills/training and experience to support pupils, including those with special needs. Establish productive working relationships with pupils,	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show	Set challenging expectations, promote positive values, attitudes Apply the behaviour policy to promote good pupil behaviour; Encourage pupils to take responsibility for their behaviour	Implement agreed learning activities, adjusting activities according to pupil needs. Help pupils to access learning activities through using your specialist knowledge and skill	Support the use of ICT, literacy and numeracy, in learning activities and develop pupils' competence and

	acting as a role model and setting high expectations. Promote the inclusion of all pupils	enthusiasm, setting high expectations	and to interact and work co-operatively with others. Engage all pupils in activities. Employ strategies to reward self reliance	Challenge pupils to think hard and be productive	independence in their use. Extend students' vocabulary and oracy, especially technical language
4	Use detailed knowledge and specialist skills to support pupils' learning. Support pupils consistently whilst recognising and responding to their individual needs. Promote the inclusion of all pupils.	Establish productive working relationships with pupils, acting as a role model in the way you communicate and show positive attitudes to learning, setting high expectations	Set challenging expectations, promote positive values, attitudes and excellent pupil behaviour. Apply the discipline policy to manage behaviour constructively, promoting self-control and independence. Enable pupils to interact and work co-operatively with others engaging in activities. Employ strategies to recognise and reward achievement, self reliance and eagerness to learn.	Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs, using your specialist knowledge and skill  Challenge pupils to think hard and be productive	Promote literacy and numeracy improvement. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.  Extend students' vocabulary and oracy, especially technical language

