

NEWMAN CATHOLIC COLLEGE



Job Description

Learning Support Assistant

Location: Harlesden Road, London NW10 3RN
Department: Special Educational Needs
Responsible to: Inclusion Leader
Hours: (Term Time 32.5 – 39 weeks)
Salary: Pay range from Scale 1b point 6 to Scale 2 point 10 (£18,282.00 to £18,751.00) pro-rata depending on experience

Closing Date: **Friday 6th July**
Interviews week commencing Monday 11th July
Applications to: office@ncc.brent.sch.uk

MISSION STATEMENT: 'Everyone Contributes, Everyone Counts, Everyone Succeeds'

Main Purpose of the Post

To help the boys take a full part in their lessons and make good progress in terms of their learning and social development.

Main Duties and Responsibilities

Supporting the Student

1. To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the student to be supported.
2. To assist in the early identification of students who may have a special educational need.
3. Taking into account the learning support involved, to aid the student/s to learn as effectively as possible both in group situations and on his own by, for example
 - Clarifying and explaining instructions.
 - Ensuring the student is able to use equipment and materials provided.
 - Motivating and encouraging the student as required
 - Assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/presentation etc;
 - Helping students to concentrate on and finish work set;
 - Meeting physical needs as required whilst encouraging independence;
 - Liaising with class teacher and SEN Leader about individual education plans (IEPs);
 - Developing appropriate resources to support the student.
4. To establish a supportive relationship with the student/s concerned
5. To encourage acceptance and inclusion of the student/s with special needs.
6. To develop methods of promoting/reinforcing the students self-esteem.

7. To contribute to the safeguarding of all students and to operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.

Supporting the Teacher

1. To assist, with class teacher (and other professionals as appropriate), in the development of a suitable programme of support (IEPs)s for student/s who need learning support.
2. In conjunction with the class teacher and/or other professionals to develop a system of recording the students progress.
3. To contribute to the maintenance of students progress records
4. To participate in the evaluation of the support programme.
5. To provide regular feedback about the student/s to the teacher.

Supporting the School

1. Where appropriate, to develop a relationship to foster links between home and school.
2. To liaise, advise and consult with other members of the team supporting the student/s when asked to do so.
3. To contribute to reviews of students progress, as appropriate.
4. To attend relevant in-service training.
5. To be aware of school procedures.
6. To be aware of confidential issues linked to home/student/teacher/school work and to keep confidences appropriately.

Cover Supervision

- Supervision of work that has been set in accordance with school policy
- Managing the behaviour of pupils whilst they are undertaking work to ensure a constructive environment
- Responding to any questions from pupils about process and procedure
- Dealing with any immediate problems or emergencies according to the school's policies and procedures
- Collecting any completed work after the lesson and returning it to the appropriate teacher
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising

CHILD PROTECTION AND SAFEGUARDING

1. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation
2. To be also fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role
3. To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Any other duties as specified by the Headteacher.

Person Specification for LSA

Skills/Experience	Essential	Desirable	Assessment through		
			Application	Interview	References
Good ICT Skills		✓	✓	✓	✓
Good Communication Skills -including literacy and numeracy	✓		✓	✓	✓
Ability to work under pressure and remain calm in difficult situations	✓			✓	✓
Ability to work effectively with parents/carers/outside agencies	✓		✓		✓
Ability to work as part of a team as well as independently	✓		✓		✓
Experience working with young people 11-18 years		✓	✓	✓	✓
Experience of a school environment		✓	✓	✓	✓
Sense of humour		✓	✓	✓	✓
Good health/attendance/ Punctuality record	✓				✓
Good organisational skills	✓		✓	✓	✓