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| <b>School:</b>                          | <b>Forest Way School</b>   |
| <b>Job Title:</b>                       | <b>Learning Support Assistant (LSA)</b>  |
| <b>Grade:</b>                           | <b>Grade 5 – Pro-rata</b>  |
| <b>Contractual hours:</b>               | 38 weeks a year (plus 5 additional days to be worked outside this period). 32½ hours per week in negotiation with the Headteacher and class teacher. This will include classroom preparation and regular meetings.<br>Lunch break entitlement is a minimum of 30 minutes.  |
| <b>Occupational Standards:</b>          | Supporting Teaching and Learning Level 2 (STL)   |
| <b>Responsible To:</b>                  | The Headteacher, through the class teacher and Grade 7 and Grade 6   |
| <b>Key Relationships/ Liaison with:</b> | Teachers, other classroom support staff  |
| <b>Job Purpose:</b>                     | A LSA will work under the direct supervision of a teacher or other qualified adult to provide support for teaching and learning and associated activities for pupils with learning difficulties and disabilities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting individuals or small groups of pupils. |

**MAIN DUTIES AND RESPONSIBILITIES:**

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| 1. | To provide agreed support to the teacher in the delivery of planned whole class learning activities.  | STL18,23, 24, 27 and 28   |
| 2. | To work under the direct supervision of a teacher to carry out planned learning activities with small groups or individual pupils, providing feedback on their engagement in activities and their achievement of the desired learning objectives. | STL 18, 23, 24, 27 and 28 |
| 3. | To participate in planning meetings with teachers and other professionals.  | ST44                      |
| 4. | To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher’s lesson plans.   | STL 3 and 46              |
| 5. | To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.   | STL29 and 30              |
| 6. | To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.   | STL 47, 48, 49 and 50     |
| 7. | To interact with and respond positively to children, young people and adults.   |                           |

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| 8.  | To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.  | STL 21<br>and 22                |
| 9.  | To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.  | STL 25, 26<br>and 33            |
| 10. | To prepare and utilise ICT resources to support pupils learning.  | STL 7 and<br>8                  |
| 11. | To prepare and support the use of learning materials and create visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.   | STL 31<br>and 56                |
| 12. | To provide education, 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. | STL 38,<br>39, 40, 41<br>and 42 |

This will include working with children and young people who have a range of needs including:

- Communication & interaction needs;
- Cognition & learning needs;
- Behaviour, emotional and social development needs;
- Sensory and/or physical needs;
- Severe and challenging behaviour;
- Medical needs;
- Personal care needs.

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| 13. | To support the moving, handling and repositioning of pupils with physical impairments, using appropriate equipment if necessary.  | STL 13               |
| 14. | To share responsibility as appropriate for inclusion links and community skills.  | STL 17               |
| 15. | To encourage participation and interaction in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special schools) | STL 10, 15<br>and 54 |
| 16. | To support the maintenance of pupil record keeping systems, including recording agreed updates to individual records.   | STL 55               |
| 17. | To support in communications with parents and carers about the care and education of their children, as directed by the school.   | STL 60               |
| 18. | To support volunteers based in your work are, as appropriate.   | STL 21               |
| 19. | To undertake midday supervision duties.   |                      |
| 20. | To provide for pupils' care needs as appropriate including feeding and toileting support to pupils as necessary.*   |                      |
| 21. | To support, as appropriate, in instances where pupils are unwell  |                      |

whilst at the school.\*

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| 22. | To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being. | STL 59 |
| 23  | To relate to pupils in a sensitive manner appropriate to their individual needs, gender, disability and cultural background.     |        |

**Optional extra responsibilities not affecting the grade of the post:**

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| 24. | To contribute to the provision of extra-curricular activity under the direction of the school.  | STL 53                          |
| 25. | To support the assessment, development, implementation and evaluation of plans to meet the personal support needs of children and young people with additional requirements                               | STL 18,<br>23, 24, 27<br>and 28 |
| 26. | To contribute to the monitoring of attendance to identify any patterns of absence and lateness, and to support colleagues and parents to seek ways of helping the pupils to attend school more regularly. | STL 51                          |
| 27. | To engage in the school's appraisal process.  |                                 |
| 28. | To attend meetings/training as required.  |                                 |
| 29. | To undertake any other appropriate duties at the discretion of the headteacher.   |                                 |

\* These duties only to be carried out after appropriate risk assessment and training have been undertaken.

**Special Factors:**

**Subject to the duration of the need, the special conditions given below apply :**

- (a) The post holder 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 subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

**Additional Responsibilities:**

It is the nature of the work in special schools that tasks and responsibilities are in many circumstances, unpredictable and varied. All staff are therefore expected to work in a flexible, co-operative way particularly when the occasion arises that tasks which are not specifically covered in their job description have to be undertaken. Those additional duties will normally be to cover unforeseen circumstances or changes in work. If the additional responsibility or task becomes a regular or frequent part of the member of staff's job it will be included on the job description in consultation with the member of staff.

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 is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.

Forest Way School shares a commitment to safeguard and promote the welfare of children and young people. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture that embraces the ethos of safeguarding amongst our workforce.

Forest Way School 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.

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.