



Millais School

In pursuit of excellence

JOB DESCRIPTION/ROLE SPECIFICATION

Job title	Learning Support Assistant	Grade	4
Area	TBC	Hours	30 hours per week
Line Manager	SENDCO Lead	FT/PT	P/T term-time

Purpose

- To assist in providing inclusive access to the full range of curriculum activities for any pupil with an identified additional need
- To help students with identified additional needs to develop to their full potential
- To contribute to the overall effectiveness and achievements of the school, particularly within the designated Curriculum Areas and SEND intervention

Main duties

(In line with the TA standards <http://maximisingtas.co.uk/assets/content/ta-standards-final-june2016-1.pdf>)

- Assisting with and contributing to the assessment and target setting process for students with special needs and disabilities, and those requiring additional support
- Supporting and working alongside individuals or groups of students with SEND, under the direction and supervision of the subject teacher
- To assist subject teachers with the preparation of structured learning materials that are accessible and visually stimulating, under pre-determined lesson plans
- To assist with the differentiation of instructions and resources with guidance from the subject teacher, in order to complete exercises as set by the subject teacher
- Supporting the subject teacher in the recording and completion of homework
- Providing basic ICT support when the students are working with computers
- Encouraging integration and independent learning through a range of different strategies
- Adopting an enthusiastic and imaginative approach to support learning
- Providing extra support for those with learning difficulties by maintaining interest, motivation and promoting self-esteem
- Encouraging students to interact with others in a socially acceptable manner
- To support teaching staff to comply with all school policies
- Providing and collating information to support review meetings
- Providing additional support, as directed, for the additional needs of individual students i.e., extracurricular trips, specific specialist programmes. mobility training and scribing
- Establishing a constructive and professional relationship with the student, interacting with them according to their individual needs and according to the protocols as set by the school





- Making informed use of the right equipment, learning tools, specialist equipment and differentiated materials for lessons, mobility and homework
- Assisting in maintaining a safe working environment for the students
- Assisting with social care for disabled students, following advice from the Medial Welfare Officer and any supporting external agency
- Providing feedback to students on progress and achievements under the guidance of the teacher
- Maintain up to date records of students' work
- Reporting on the students' progress and achievements, providing information for assessment and data records
- Working and liaising with parents under the direction of teaching staff, to enhance students' progress
- Updating and amending information in the SENDCO modules within SIMS as appropriate

Other Specific Duties and Responsibilities

- Establish and maintain a professional, enthusiastic and positive attitude and commitment to work with the team
- Develop constructive relationships and communicate with other agencies/professionals
- To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students follow this example
- To continue personal professional development as agreed and engage actively in the staff appraisal process
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Undertake similar duties commensurate with the level of the post as required by the SLT not mentioned in the above
- To adhere to school policy on equality and diversity.

Employees will be expected to comply with any reasonable request from the SLT to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role specification contains an outline of the role holder's principal accountabilities and is not intended to be exhaustive. It will be reviewed with the jobholder at appropriate intervals by the Line Manager, as necessary in consultation with the Headteacher of Millais School and the Governing Body.



Person Specification – Learning Support Assistant

Qualifications and Experience	Essential	Desirable
<ul style="list-style-type: none"> 5 GCSE (Grade A* - C or above) including Maths and English 	✓	
<ul style="list-style-type: none"> A Levels or equivalent 		✓
<ul style="list-style-type: none"> NVQ or diploma in specialist training related to child development, SEND or meeting additional needs 		✓
<ul style="list-style-type: none"> Excellent communication and ICT skills 	✓	
<ul style="list-style-type: none"> Experience of working within a team 	✓	
<ul style="list-style-type: none"> Previous experience of working with secondary age students 		✓
<ul style="list-style-type: none"> Previous secondary education experience 		✓
Knowledge and Skills		
<ul style="list-style-type: none"> Ability to communicate well with children, be patient and adaptable, and be willing to learn within the role 	✓	
<ul style="list-style-type: none"> A caring, supportive person with a with an enthusiastic and imaginative approach to supporting learning 	✓	
<ul style="list-style-type: none"> Knowledge/experience of BROMCOM 		✓
<ul style="list-style-type: none"> Passionate belief in young people and a desire to help them overcome barriers to achievement 	✓	
<ul style="list-style-type: none"> Applies integrity and has respect for professional 	✓	
<ul style="list-style-type: none"> Ability to see tasks through to a successful conclusion 	✓	
<ul style="list-style-type: none"> Must be able to prioritise and manage their own time 	✓	
<ul style="list-style-type: none"> Understanding of schools policies and procedures 		✓
<ul style="list-style-type: none"> High level of interpersonal and verbal skills with the ability to maintain a positive profile with students, staff and parents 	✓	
Personal Attributes		
<ul style="list-style-type: none"> Committed to excellence Confidentiality Enthusiastic with a positive and optimistic outlook A commitment to the safeguarding and welfare of all students Hardworking and accurate Resilient Patient and persistent Tactful, respectful, and sensitive to the needs of others 		
Competencies		
<ul style="list-style-type: none"> Problem Solving and Judgement Planning and Organising Initiative and Ownership Organisational Awareness Concern for Quality Customer Focus 		