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| <b>Job Title:</b>            | <b>Learning Support Assistant</b>  |
| <b>SCH No:</b>               | 48a  |
| <b>Salary</b>                | Grade 3 Spinal Point 3   |
| <b>Post Accountable to:</b>  | SENCO, Subject Teachers & School Business Manager  |
| <b>Post Responsible for:</b> | Working under the guidance of the class teacher and SEND Staff to meet the needs of specific students, identified as having SEN/AEN. |
| <b>Other Major contacts:</b> | Members of school community.<br>Nominated West Sussex employees.   |

**Main Responsibilities:**

To enable the student to complete the task set, promote independence, encourage and inspire confidence and success.

LSA's will work with all year groups. Over the period of an academic year, timetables may need to be changed to meet the changing needs of the students.

LSA's normal hours will be 8.55am to 3.00pm, apart from when supporting students with specific physical difficulties. These students may be supported from the arrival at school (8.30am) and during lunchtimes. These students will also need additional support, for example those who are wheelchair bound, and/or need support with toileting.

LSA's will provide additional responsibilities to meet the needs of the students as directed by their line manager.

Full details of the role and responsibilities of an LSA is attached.



**General:**

To carry out any other duties as may be considered reasonable by the Headteacher, Members of the Senior Leadership team and the HR Manager

## TASKS AND RESPONSIBILITIES

- **Work with students** with a wide range of needs/disabilities: learning and physical; plus those with behavioural, emotional and social difficulties.
- **Find out** the backgrounds of students via the Inclusion Register, Pupil Passports, EHCPs etc, to learn about the needs of students and support them in working towards achieving their targets.
- **Be aware of** subject department liaison process.
- **Liaise** with teaching staff that set subject specific targets and lesson objectives. To ensure which topics are to be covered, provide feedback verbally, on how students are coping. Suggest strategies to staff as and when appropriate.
- **Clarify** or reinforce instructions for groups of pupils or individuals.
- **Encourage** students to stay on task.
- **Liaise** with teaching staff regarding differentiated classwork/homework.
- **Assist** with differentiation by explaining in a simpler way, thereby reinforcing what the teacher has said.
- **Modify** teaching materials, e.g. enlarging worksheets, recording material on tape.
- **Prepare** resources for individual pupils or a small group, with guidance from subject and/or SEND staff.
- **Help** students organise themselves and their work, especially homework.
- **Guide** students in setting up practical exercises or to help with holding equipment.
- **Work** 1:1 with students in the Hub, or small group, when requested by teacher, if extra explanation, discussion or dictation is needed.
- **Take notes** in class from videos, inputs etc. For students with an EHCP, to keep notes in an exercise book, so they can use them for future reference, and other students can access if they have missed work or cannot keep up with the pace of work.
- **Act as** a scribe and/or reader both in lessons and assessments or external examinations.

- **Support** presentation/layout/handwriting skills.
- **Encourage** students to proof read and spell check all final drafts of work.
- **Pre-teach** subject specific vocabulary and assess readability of texts. Also to develop subject specific vocabulary banks for use by individuals.
- **Support** reading/research skills. Listen to students read aloud.
- For students awarded '**access arrangements**' for examinations to act as a reader, scribe or invigilator.
- **Promote** a good relationship with the student, should he/she wish to confide in you for any reason.
- **Be available** not only to the student with an EHCP but to also offer assistance to other students in the class on the SEND register or with others to allow the teacher to work more closely with a student with SEND. Circulating within the classroom and not sitting with one child.
- **Assist** other weak students within the class when student absent. Or if help is not required for any reason, to follow the 'alternative in-class support timetable. Should this other support not be required, to see one of the SEND teachers and offer to help within the department.
- **Provide** a link between the student, the subject teacher, pastoral and SEND staff.
- **Attend** meetings with the subject teacher and Key Stage SEN Team Leaders when statemented children are being discussed, and LSA team meetings, during school time, to discuss students of concern.
- **Attend training** during school hours to improve ability to support SEND students.