



JOB DESCRIPTION

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| Job title: | Learning Support Assistant |
| Responsible to : | SENDCo (Assistant Head) & Head |
| Hours per week: | FT 37.5hrs/ PT (negotiable hours) |
| Weeks per year: | Term time + 5 days (Inset) (34 weeks per annum) |

Employee benefits include:

1. Competitive salary on the Canbury Curriculum Support Staff Scale
2. Contributory pension scheme
3. Death in Service
4. Healthcare Cash-Plan scheme
5. Employee Assistance programme
6. Cycle to Work scheme
7. Bespoke LSA Training Programme
8. Career progression opportunities
9. See below for the full list

Why Canbury School?

We do things differently at Canbury- because we understand that everyone is unique, as such we know that the manner in which we educate and support our students must also embrace those differences to ensure that we harness their individual talents.

If you thrive on seeing the opportunities in a situation, rather than the challenges, then we want to hear from you. We are seeking a talented individual with a 'can do' attitude. Learning support Assistants at our school play an integral part in maintaining our ethos and aims, and we pride ourselves on the provision we offer to students.

All staff here act, teach, foster and mentor in a way designed to bring out the very best in every one of our extraordinary students. We expect the utmost mutual respect from all, and working as part of a team is vital. You should be able to work constructively within a cohesive and busy school.

At Canbury, the students are genuinely at the heart of everything we do, and everybody goes the extra mile. It is therefore essential you enjoy working for the benefit and enrichment of neuro-diverse students.

Purpose of post

To effectively support access to learning for students with SEND, ASD, SEMH and any other need that arises.

Specific Duties Support for Students

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Student Passports and any other progress tracking reports.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students, encouraging them to interact with others but also to act independently where appropriate.
- To work with students providing in-class and withdrawal support for individuals and, on occasions, small groups of students of any ability and in any curriculum area.
- Work with and act upon guidance provided by colleagues and other professionals such as Speech and Language Therapist and Educational Psychologist amongst others.
- Help with creating resources for students.
- Provide support for students with personal, emotional, social and behavioural problems, e.g. by giving time to listen to their concerns to enable students to feel valued and respected.
- Develop students' cognitive skills by reinforcing concepts or terminology or discussing a query raised by individual students, enabling them to understand the subject matter and task at hand.
- Develop students' problem-solving skills by providing opportunities for developing investigative skills and encouraging students to use a variety of information sources and seek a range of solutions.
- Encourage all students to take part in the extracurricular life of the school.
- To monitor and record the progress of students and write reports on EHCP students as necessary.
- Support individual students to provide 'solution focused' activities to overcome barriers to learning, both inside and outside school, and thereby assist them in achieving their full potential.
- Assist in the overall raising of standards and achievements for students with SEND, through raising students' self-esteem, expectations and aspirations.

Support for Teacher

- Prepare classroom as directed for lessons and clear afterwards.
- Support and help to maintain a purposeful, orderly, safe and supportive environment, in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support students in achieving learning goals.
- Assist with the planning of learning activities.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- Gather/report information from/to parents/carers/students/teachers as directed.
- Administer routine tests, invigilate exams and undertake routine marking of students' work.
- Support and complement the work of subject leaders by utilising administrative time to complete the following:
 1. Responding to individual needs by personalising resources for an individual or small group;
 2. Assisting with assessing, recording and reporting (including verbal feedback to teachers and, on occasions, parents regarding student progress and attainment).
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Contribute to the vision and ethos of the school.
- Be aware of and comply with policies and procedures relating to child protection and Safeguarding and all school policies including health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Attend tutor time in the morning and afternoon to support the tutor, and take the register when the tutor is absent.
- Supervise students out of lessons, at lunchtimes and before and after school if required, following consultation and agreement.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Cover for absent colleagues when required.
- Maintain high standards in terms of personal presentation, attendance and punctuality.
- All LSAs are expected to participate in the Canbury LSA Training Programme.

This job description should be seen as enabling rather than restrictive and is subject to regular review. This job description should be seen as enabling rather than restrictive; it is not to be regarded as exclusive or exhaustive, and does not form part of a contract of employment. It is an outline of the areas of activity and responsibility of the role and, like all such documents, will be amended from time to time to reflect the changing needs of the School.

Canbury is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. We are committed to safe recruitment practices, and this post is subject to an enhanced DBS check and other appropriate vetting procedure