

Job Title: Learning Support Assistant (LSA)

SCH No: 48a

Salary Grade 3 Spinal Point 3

Post Accountable to: Special Educational Needs Co-ordinator (SENCO),
Subject Teachers & School Business Manager

Post Responsible for: Working under the guidance of the class teacher and Special Educational Needs and/or Disabilities (SEND) Staff to meet the needs of specific students, identified as having Special Educational Needs /Additional Educational Needs.

Other Major contacts: Members of school community.
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. Due to individual needs, some students may require support from their arrival at school until the end of the school day, including lunchtimes.

LSA's will provide additional support 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 School Business Manager

TASKS AND RESPONSIBILITIES

- **Work with students** with identified needs, either individually or in groups, so that they can access the curriculum, take part in learning, and experience a sense of achievement.
- **Find out** the backgrounds of students, using available information, including Education and Health Care Plans (EHCP), to learn about the needs of students and support them in working towards achieving their targets.
- **Be aware of** subject department liaison process.
- **Liase** 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.
- **Work with teachers** to raise the learning and attainment of students.
- **Assist** with differentiation by explaining in a simpler way, thereby reinforcing what the teacher has said.
- **Modify** or adapt teaching materials, in conjunction with the Special Educational Needs Co-ordinator (SENDCo) / class teacher to make these accessible to students based on their individual need.
- **Prepare** resources for individual pupils or a small group, with guidance from subject and/or Special Educational Needs or Disabilities (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 the mediums used. 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, ensuring that Safeguarding practice is upheld
- **Be available** not only to the student with an EHCP but to also aid other students in the class who have identified needs supported by the team, allowing the teacher to best meet the needs of all students.
- **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 Learning Support Assistant (LSA) team meetings, during school time, to discuss students of concern.
- **Attend training** during school hours to improve ability to support students with Additional Needs.