

Role Profile: Learning Support Assistant

Purpose

Work with teachers to support the learning, educational progress and inclusion of the student with an EHCP, with the aim of supporting them in accessing the curriculum fully and effectively.

Key Accountabilities

Provide nurturing support in the educational setting in order to help the student reduce anxiety and achieve to the best of their ability.

It will be necessary for the LSA to have experience of supporting young people with ASD and to be aware of common difficulties young people with ASD experience, such as difficulties with flexible thinking and understanding language in a non-literal way.

Build a relationship over time with the student, and so get to know them and recognise distorted, as well as more direct requests for help

Facilitate them to engage with other adults such as subject teachers in a way that is constructive to their learning, e.g. being able to articulate their learning needs in a calm and assertive way

Be aware of conditions that might throw them, such as an unexpected change to the timetable or being asked to walk through a busy part of the school, and step in early to prevent escalating levels of anxiety and arousal

Encourage them to reflect on their feelings and reactions throughout the week so that they are eventually able to self-monitor and regulate their own levels of arousal

Ultimately, to work with the SENDCo, adults at the school, and the student's parents to support the learning experience of the student through GCSEs.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

| | Essential | Desirable |
|-----------------------|--|---|
| Skills | <p>Ability to build a rapport with learners, including those with special educational needs</p> <p>Ability to understand child development and the implications of ASD.</p> <p>Ability to organise time effectively, creating work schedules, prioritising workload and meeting deadlines</p> <p>Ability to take responsibility for own actions and make decisions without referring to others on occasions</p> <p>Ability to remain calm and self-controlled under pressure</p> <p>Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered</p> <p>Ability to communicate effectively, both verbally and in writing, adapting style to suit the audience e.g. preparing reports</p> <p>Ability to work effectively within a team</p> | <p>Ability to use ICT and to learn new ICT skills</p> <p>Excellent written communication skills</p> |
| Qualifications | | Child development qualification |
| Experience | Experience of working with or supporting SEND learners | Experience of working in a school environment such as a teaching support role |
| Other | Excellent understanding of diversity and difference and school equal opportunity policies | |

Key Stakeholders:

Internal – Class teachers, SENDCo, SLT

External – Parent/guardian, Local Authority

Signed: Name (print):

Date: