



JOB DESCRIPTION

Job title:	Lead Learning Support Assistant (LLSA)
Line manager:	Relevant SENCo/Head of Horizon
Scale:	CAN 17-21
Hours per week:	33 hours
Weeks per year:	Term time plus 2 prep days (190 days)
Core hours:	Between 8 am and 3.50 pm unless otherwise agreed with you and in accordance with agreed hours.

Breaks during the day: You will be scheduled for a minimum of 40 minutes break each day, of which at least 20 minutes will be for you to have lunch. You may be allocated a further break of 20 minutes on a day depending on service requirements

To work under the direct instruction of teaching/senior staff in order to support access to learning for students. This may be within the Horizon base or within mainstream classes and activities.

To take a lead role within the SEN team and in working with students as follows:

- Developing resources to deliver specific intervention programmes under the direction of the relevant teacher
- Inducting and/or training allocated staff within the LSA team on specific aspects of the role as requested by the SENCO e.g. with regard to LSA duties or delivery of pre-set programmes such as OT or SALT
- Sharing best practice within the LSA team as requested by the SENCO eg through briefings
- Working closely with a group of LSAs to take the lead on aspects of quality assurance as requested by the line manager e.g. lesson visits to feedback on quality of support work
- Taking a lead role in the organisation and delivery of mentoring for a group of allocated students, sharing best practice with others in the team
- Taking a lead role in behaviour support within the LSA team, working closely with the relevant school teams and SENCO
- Overseeing the delivery of SALT and OT programmes for allocated students and/or a year group, raising any concerns with the SENCO and being a point for contact for both the SENCO and external professional as required

To fulfil the role of LSA within the school as follows:

Support for Students

- Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first-aid and welfare matters.
- Supervise and provide particular support for students, including those with special Needs and EAL, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal care Programmes.
- 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 both individuals and small groups of students
- Work with and act upon guidance provided by colleagues and other professionals, such as the Speech and Language Therapist and Educational Psychologist, amongst others.
- 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, and support where necessary, allocated students to take part in the extra-curricular life of the school.
To monitor and record progress of students and write reports on students with SEN Needs (including those with EHC Plans) as necessary.
- To work as a mentor with 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 SEN and/or EAL through raising students' self-esteem, expectations and aspirations.
- To provide support in the further development of students' social skills.
- To supervise allocated students at break, lunchtime, before and after school in a variety of settings
- To provide support and guidance for students in their use of ICT as required.

Support for Teachers

- 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 and evaluate 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 where needed and taking opportunities to praise and reward where 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.

GENERAL:

- Be aware of and comply with Trust and school policies and procedures
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- 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.
- Maintain high standards in terms of personal presentation, attendance and punctuality.
- To carry out other duties as may be reasonably requested by the Senior Leadership Team.

Supervision Arrangements

The school will determine supervision arrangements in line with current management structures and the needs of the job.

Equal Opportunities

You will, at all times, carry out the duties and responsibilities of the post with due regard to the school's equal opportunities policies.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.



PERSON SPECIFICATION

Lead Learning Support Assistant (LLSA)

As a Lead Learning Support Assistant (LLSA) you will be part of a team working under the direction of the SENCo. You will be expected to work effectively with both teaching and support staff at all levels as well as with parents/carers, students and external agencies. You will thus need the following qualities:-

- Ability to handle sensitive issues relating to students, keeping confidentiality as required
- Ability to form good working relationships with students, parents/carers and colleagues
- Good oral and written communication skills
- Good organisational and time management skills and the ability to work under pressure
- Adaptability and flexibility in working practices and the ability to know when to use initiative
- A high degree of professionalism in your approach to work and tasks set
- An ability to be a good role model for students and colleagues.

In addition, it will be advantageous to:

- Be computer literate and be willing to learn new computer systems
- Be willing to access in-house/external training to enhance professional development
- Have some experience of working with young people with learning/behavioural difficulties.

Training in school systems and practices will be provided.

Please state, on the application form, in the supporting statement section, how you meet the job description and person specification above. Candidates will be shortlisted from the field available on the basis of the extent to which they meet the criteria in their application form.