

Role Profile: Key Stage 3 and 4 LSA with English Specialism

Purpose

Contribute to the pupil's development including their physical and mental well-being in supporting the teaching and learning in the classroom, providing general and specific assistance to pupils, under the direction and guidance of the Class Teacher. This will involve providing assistance to the Class teacher in supporting pupils on a one-to-one or small group basis, across a wide range of activities and supported learning activities, including the preparation and maintenance of resources.

Key Accountabilities

1. In liaison with, and under the guidance of the Class Teacher and following best practice, appropriately support pupils on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusion of all pupils to ensure progression and continuity. In addition, the LSA will monitor pupils' responses to the learning and feedback to the teacher on pupils' progress and record basic pupil data in line with school procedures.
2. Specialise in supporting the English curriculum at Key Stage 3 and 4, whilst assisting with learning across the whole curriculum to support learning outcomes using the teachers planned teaching and learning method, supporting pupils in the use of ICT and the promotion of IT as a tool to enable learning.
3. Contribute to the pupil's development and their physical and mental wellbeing, promoting and instilling appropriate behaviours, and keeping pupils on task, using School policies and procedures to achieve this.
4. Support the social and emotional well-being of pupils, providing positive feedback and praise to reinforce and sustain their efforts and develop self-reliance and self-esteem; report problems to the teacher, or as appropriate and in-line with School policy and procedures, such as health and safety, child protection, behaviour management.
5. Assist in play-time supervision and general lunchtime supervision as required.
6. Support the learning of children, including implementing and tracking intervention programmes, in order to meet targets as required by the Special Educational Needs and Disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
7. Assist with special activities and extracurricular activities across the School, such as sports days, plays, concerts, open days, day trips, and educational visits.
8. Provide general administrative support and attend meetings and training sessions as required and directed by your line manager or Headteacher.

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
- To fully comply with the Health and Safety at Work Act 1974 etc, the School's Health and Safety Policy and all locally agreed safe methods of work

Person Specification

	Essential	Desirable
Skills	<p>Good interpersonal and communication skills that enable instructions to be understood by pupils at differing levels that promotes learning and understanding.</p> <p>Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post.</p> <p>Relevant skills to follow and deliver an intervention programme successfully, monitoring the baseline and progression.</p> <p>Relevant skills that enable effective review and feedback on the pupil's progress.</p> <p>Computer literate with the ability to positively promote the use of ICT in pupil learning.</p>	<p>Ability to adapt the support to ensure personalised learning that is motivating, engaging and fun.</p> <p>Problem solving skills that enable a proactive and effective approach in supporting pupils for continued improvement.</p>
Qualifications	<p>Minimum 5 GCSE Grade C or above, must include English Language and Maths.</p> <p>Minimum 2 A Level Grade C or above or equivalent qualification or skill level</p>	<p>Level 3 Qualification in Learning Support</p>
Experience	<p>Working with children at GCSE Level English.</p> <p>Delivering and Tracking Interventions.</p>	<p>Working with Key Stage 2 children in a relevant environment.</p> <p>Experience of successfully delivering a specific programme of support to an individual or small group of children.</p>
Other	<p>Positive and approachable with patience and the presence to inspire confidence and trust combined with an enthusiasm to see children progress and develop.</p> <p>Willing to work flexibly as the needs and demands of school fluctuate.</p> <p>Adaptable and sensitive when dealing with challenging and sometimes demanding situations with the ability to be reflective and</p>	<p>A nurturing nature which will support and develop the wellbeing of all pupils.</p> <p>Strong working ethos with a high level of commitment to the school and its values.</p> <p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community.</p>

	self-critical and to respond to feedback understanding the need for confidentiality.	
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Key Stakeholders:

Internal – Pupils, Class teachers, SENDCo, Assistant SENDCo, SLT

External – Parents

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

To be signed and dated by employee:

Signed:

Name (print):

Date: