

Role Profile: Learning Support Assistant (Preparatory School)



QUINTON HOUSE SCHOOL

Purpose

To assist in the educational and social development of all students, including those identified as SEND under the direction and guidance of the Headmaster and SENDCo. The role includes both in-class support and specialised 1:1 and small group interventions for secondary school aged students.

Key Accountabilities

- Provide support for SEND students within the class and in individual and small group study support lessons.
- Plan, deliver and review a range of interventions aimed at pre-teaching/reinforcing numeracy and literacy skills.
- Assist in the implementation of individualised targets and in monitoring and evaluating progress.
- Assist in the provision of pastoral care as necessary.
- Support teachers in the preparation of specific resources for students.
- Support SENDCo in tracking and recording progress through assessments and monitoring.
- Support SENDCo in identifying, assessing and reviewing SEND provisions within the school.

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>The ability to plan, deliver and assess the effectiveness of targeted and specialised interventions.</p> <p>Have computer literacy for tracking and monitoring and communication purposes.</p> <p>Have the ability to be patient and flexible to the needs of the student.</p> <p>Be able to support student in becoming an independent learner.</p> <p>To communicate effectively and professionally with parents and staff as appropriate and maintain positive working relationships.</p> <p>Well organised and highly motivated.</p> <p>A positive role model for students in the classroom and around school.</p>	<p>Competences in using Microsoft software and technology-assisted learning programmes e.g. immersive reader</p>
Qualifications	<p>GCSE, O-Level or equivalent qualifications in Maths and English.</p> <p>Willingness to take part in appropriate training and personal and professional development.</p>	<p>Educated to NVQ Level 2 in learning support or any other relevant qualifications.</p> <p>Educated to degree level in relevant education and development fields.</p> <p>Received training in specific aspects of SEN e.g. Dyslexia, Speech and Language and Auditory Processing Disorder.</p>
Experience	<p>Experience working with children with Special Educational Needs in a secondary school setting.</p> <p>Knowledge and understanding of how students with specific learning needs learn and have experience with adapting and monitoring practice accordingly.</p> <p>Experience working as part of a team to ensure the wellbeing and personal development of students is met.</p>	<p>Experience supporting children with SpLD of Auditory Processing Disorder and/or Dyslexia.</p>

Key Stakeholders:

Internal – Headmaster, SENDCo, Students

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: