

## Job Description

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**Job title:** Learning Support Assistant [LSA]

**Main purpose of job:**

To assist in the support and development of students with special educational needs. The role may also involve supporting students who follow a vocational timetable, which includes supporting students on their college and work experience placements off site.

**Department:** SEND

**Location:** Plume Academy

**Position reports to:** Whole Academy  
Inclusion Lead

**Position is responsible for:** N/A

**Length of contract:** Permanent  
Term Time Only (38 Weeks), 30 hours per  
week 8.30am – 3.10pm Monday to Friday

**Salary:** Support Staff Pay Scale, Band 2 (Point 11-14).  
Actual starting salary £14,218

### Key Responsibilities and Accountabilities

**Main Duties:**

As directed by the Line Manager:

- support and assist the student in accordance with their timetable whilst in school
- help the student learn effectively on their own and in a group and develop the students' self-esteem, encourage independence and self-reliance
- establish good working relationship with students
- encourage the acceptance and integration of students with special educational needs
- to support students with physical disabilities where required
- to support students at college and work experience placements as necessary
  
- to assist with escorting students on educational visits both local & international travel if requested
- to support identified students in groups or individually to develop skills to support and promote learning and wellbeing
- to communicate with parents about mentees progress, if appropriate.

**Working with the class teacher**

- support high quality teaching
- assist in the development of a suitable programme of support
- work with the teaching staff in the recording of student progress
- maintain appropriate code of practice paperwork
- participate in the evaluation and review of individual education and support plans
- to lead and work with small groups of students within lessons with direction from the teaching staff

**Supporting the academy**

- liaise and consult with other professionals supporting students
- attend relevant in-service training sessions and faculty meetings
- to follow and uphold academy policies
- it may be a requirement at times for the post holder to take responsibility for a class of students at the changeover period between lessons

**General**

- to participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- to comply with individual responsibilities, in accordance with the role, for health and safety in the workplace
- ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy

**The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment**

**Date of next review:** Annually in line with the PMR process.

| <b>Person Specification - Qualifications and Experience</b>  | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| Educated to Level 2 standard of education  | ✓                |                  |
| Evidence of further professional study   |                  | ✓                |
| Good level of understanding of ICT in Microsoft packages   |                  |                  |
| High standards of achievement and professionalism  | ✓                |                  |
| Excellent communication skills both written and oral and the ability to communicate effectively with students and staff                | ✓                |                  |
| Experience of successfully managing whole academy issues and initiatives   | ✓                |                  |
| Experience of managing staff and students to resolve conflict  | ✓                |                  |
| Experience of responsibility in a pastoral area  |                  | ✓                |
| <b>Knowledge, Skills and Abilities</b>   | <b>Essential</b> | <b>Desirable</b> |
| Thinking creatively to anticipate and solve problems   | ✓                |                  |
| Organisational and planning skills including prioritisation of tasks   | ✓                |                  |
| Demonstrates outstanding leadership traits and is comfortable as a team player   | ✓                |                  |
| Ability to work as part of a team and on own initiative and with resilience  | ✓                |                  |
| Ability to utilise data effectively to monitor progress and evaluate performance   | ✓                |                  |
| Staying calm and cheerful when working under pressure  | ✓                |                  |
| Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting pupils needs           | ✓                |                  |
| Sharing and contributing to the aims and ethos of Plume Academy including a positive attitude to working with people with disabilities | ✓                |                  |
| Commitment to the personal development of all students, staff and self   | ✓                |                  |
| Knowledge and understanding of safeguarding issues   | ✓                |                  |
| Ability to involve parents/carers, teachers, pupils, and other stakeholders constructively in assisting with pupil needs               | ✓                |                  |
| <b>Personal Qualities</b>  | <b>Essential</b> | <b>Desirable</b> |
| Treats people fairly, equitably and with respect to maintaining positive working relationships   | ✓                |                  |
| Ability to maintain trust and be highly respected by staff   | ✓                |                  |
| Has high expectations and shows a passionate commitment to developing the best in young people   | ✓                |                  |
| A creative and imaginative thinker who has the ability to identify innovative solutions to problems                                    |                  | ✓                |
| High level of communication skills both written and verbal and ability to address a range of audiences                                 | ✓                |                  |
| Commitment to safe-guarding and promoting the welfare of young people  | ✓                |                  |
| Flexible and adaptable   | ✓                |                  |

**Date of next review:** Annually in line with the PMR process.