



Learning Support Assistant (LSA) – Job Description

1. Introduction

The Greenfield and Hurst Drive Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

2. Title and Grade of Post

Post Title: Learning Support Assistant (LSA)

Pay Scale: H3

3. Purpose of the Job

To work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

4. Employment Duties

This is a support staff post within the school's staffing structure which involves working closely with the Inclusion team. The post is otherwise subject to the National Agreement on Pay and Conditions of Service (the 'Green Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment. All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective running of the school.

As a member of the school staff, the post holder will be required to:-





- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

5. Relationships

The post holder is responsible to the Assistant Headteacher for Inclusion for duties relating to the attainment and pastoral support for children, particularly those assigned to work with the post holder.

The post holder is expected to interact on a professional level with pupils, parents, carers and colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them in order to promote mutual understanding of the school's safeguarding procedures, the school's approach to behaviour management and the school's curriculum.

6. Responsibilities:

- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate;
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour;
- Support the teacher in monitoring, assessing and recording pupil progress/activities;
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher;
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher;
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate;
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate;
- Understand and support independent learning and inclusion of all pupils as required;
- Work with pupils on therapy or care programmes, designed and supervised by a therapist/care; and,
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue).

Teachings Assistants in this role may also undertake some or all of the following:

- Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training;
- Update pupil records;
- Assist with break-time and lunchtime supervision including facilitating games and activities;
- Assist with escorting pupils on educational visits;
- Support pupils in using basic ICT; and,
- Undertake moving and handling activities as required.

Person Specification – Learning Support Assistant (H3)

| | Essential | Desirable |
|---------------------------|---|---|
| Experience | <ul style="list-style-type: none"> Experience of working in a classroom, either in a paid or voluntary capacity, as a learning support assistant. Experience of adhering to school or work policies and procedures relating to health and safety, behaviour/conduct, attendance, equal opportunities and child protection. | <ul style="list-style-type: none"> Some experience working with children with SEN (e.g. autism). |
| Qualifications / Training | <ul style="list-style-type: none"> Teaching Assistance qualification (e.g. Level 2 Award in Support Work in Schools). Competent maths and English skills, preferably to GCSE Grade C or Grade 4 minimum or equivalent. Ability to effectively use ICT. | <ul style="list-style-type: none"> A first aid qualification, including paediatric first aid. |
| Knowledge / Skills | <ul style="list-style-type: none"> Sound understanding of the EYFS Curriculum and the Primary National Curriculum (or an eagerness to learn). Knowledge of child development. The ability to communicate effectively both orally and in writing. Good personal organisation (i.e. gets the job done right and on time) Ability to work independently and as part of a team. Ability to show initiative in a range of situations. Ability to work with sensitivity and respect. Ability to interact positively with pupils, parents and colleagues. Participation in training and development activities. | <ul style="list-style-type: none"> Knowledge of autism and strategies for supporting pupils with autism. |
| Personal Qualities | <ul style="list-style-type: none"> Confidence, warmth, sensitivity, reliability, and enthusiasm. Good interpersonal skills. Dedicated and loyal. | |
| Equal Opportunities | <ul style="list-style-type: none"> Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. | |