



ROBERT MAY'S SCHOOL

Robert May's School, an Academy Trust, has been serving the community of Odiham and the local area since 1694. We aim to provide excellence every day and are committed to providing the best possible outcomes for our students, with learning at the centre of all that we do. Our ethos of mutual respect and supportive relationships enables students to develop as well-rounded individuals who leave us well-prepared for their next steps in life.

JOB DESCRIPTION – LEARNING SUPPORT ASSISTANT (LSA)

Hours:	Up to 26.25 hours per week, term time plus one week
Responsible to:	Learning Support Manager
Grade:	B or C depending on experience

JOB PURPOSE

To work in partnership with the teacher and the Learning Support team to foster effective participation of pupils in the social and academic processes of the school.

ROLE REQUIREMENTS

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachers. Deal with behavioural and special needs issues in conjunction with the teacher. Monitor, track and record academic progress, behavioural issues and cause for concerns. 	25
Support for teachers	<ul style="list-style-type: none"> Help implement differentiated work. Provide feedback to pupils without reference to the teacher. Take a small group of students for defined activities. 	25
Support for curriculum	<ul style="list-style-type: none"> Contribute with teacher to lesson contents and aims. Support and work with teacher in testing/assessment. Implement curriculum policies. Detect and monitor signs of changes of behaviour and attitude to work. 	25
Support for the school	<ul style="list-style-type: none"> Carry specific specialist responsibility and support other staff in this area when needed. In conjunction with teacher, liaise with parents on student progress. 	20
Corporate and statutory initiatives/health and safety/e government/	<ul style="list-style-type: none"> Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace. 	5



OTHER INFORMATION REGARDING THE ROLE

The main contacts – external/internal customer contacts and purpose

- Internal (in school) – students, colleagues, teachers, Resource Provision Manager, Headteacher.
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police.

Working conditions – environment, and physical effort or strain

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm.
- External working on trips, educational visits etc.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying.
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Context/additional information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours require constant pupil contact and there is no provision for attendance when children are not there.
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.



Necessary role-related knowledge, skills and experience at selection

- Empathy with pupils and sympathetic to their needs.
- Good literacy and numeracy skills.
- IT literacy.
- Good communication skills and able to clarify and explain instructions clearly.
- Professionally discrete and able to respect confidentiality on particular issues.
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people.
- Team worker.

INITIAL INDUCTION/TRAINING REQUIRED TO BECOME EFFECTIVE IN THE ROLE

Estimated time to become operationally effective: 6-8 months

Induction 3-6 months

- “shadowing” experienced LSA in school.
- knowledge of school and school systems/policies.
- understanding of curriculum, particularly literacy and numeracy requirements.
- approach towards pupil discipline and behaviour.
- relationship between and respective responsibilities of teacher and LSA.
- professional relationships between staff and pupils.
- support from “mentor” LSA.
- developing health and safety knowledge.
- independent working, supported by teacher, with groups of or individual children.

Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline.
- Good organisational ability.
- Able to work at a basic level with the teacher in planning and delivery of teaching activities.
- Able to monitor and record student progress.
- Competent in working with group of students with some supervision from the teacher.
- Ability to apply knowledge and skills from training in practical classroom context.

Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups/children allocated.
 - Ability to motivate and encourage children appropriately.
 - Ability to work independently and with initiative.
 - Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist).
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