



LEARNING SUPPORT ASSISTANT SALARY GRADE: LBR3

LEARNING SUPPORT ASSISTANT – GENERAL

The Learning Support Assistant's (LSA) main role is to assist and provide support for pupils with an Autistic Spectrum Disorder and general learning needs who have a statement of Special Educational Needs. There may also be an expectation to support other SEN children as required. The LSA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress. Duties will include running specific programmes and activities to assist the pupil's individual learning, social, physical and medical needs. The LSA will be responsible for implementing the targets on the pupil's Individual Education Plan (IEP) in liaison with the class teacher and SENCo.

SUPPORT FOR PUPILS

- To have experience, knowledge and understanding of the different social, cultural and physical needs of pupils.
- To have an interest and insight into how children learn and behave as well as those who find learning and managing their behaviour difficult.
- To be flexible and innovative with a clear understanding of how children who find learning new concepts and remembering taught concepts difficult, might behave.
- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from SENCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g., worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day-to-day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground, being mindful of *his/her* health and safety in relation to *his/her* condition, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements and be able to communicate effectively and appropriately with pupils who may have different abilities.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in-service training and meetings relevant to the post in order to keep up to date with developments in working with children with Special Educational Needs.
- Provide support and facilitate interaction with peers in the classroom and around school.
- Have patience with children who find conforming to rules and expectations difficult.
- To meet all aspects of children's medical and physical needs, including dealing with bodily fluids and toileting/cleaning and changing children who have soiled themselves.

SUPPORT FOR TEACHER AND SENCo

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCo and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, SENCo and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual review by writing a brief report and attending the meeting.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake intervention programmes, recording achievement, progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist with the maintenance of equipment and the preparation of resources required to meet lesson plans or relevant learning activities to support the delivery of an enriched curriculum.

SUPPORT FOR THE SCHOOL

- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the school and London Borough of Redbridge
- To carry out duties as directed by the class teacher, SENCo or Head Teacher.

**LEARNING SUPPORT ASSISTANT
PERSON SPECIFICATION**

Experience	<ul style="list-style-type: none"> • Working with or caring for children of relevant age.
Qualifications	<ul style="list-style-type: none"> • Good numeracy/literacy skills • NVQ 2 for Teaching Assistants or equivalent qualifications or experience • Training in the relevant learning strategies e.g., literacy • First aid training as appropriate.
Knowledge & Skills	<ul style="list-style-type: none"> • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier • Understanding of relevant policies/codes of practice and awareness of relevant legislation. • General understanding of the National Curriculum and Early Years Foundation Stage Curriculum. • Basic understanding of child development and learning • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Name: _____

Signature: _____

Date: _____

Reviewed: January 2025 by NJBL