

## LEARNING SUPPORT ASSISTANT (with specialism in Autism) – JOB DESCRIPTION

<b>Department</b>	Learning Support
<b>Main purpose of role</b>	<p>The Learning Support Assistant to work flexibly as part of a team to support pupils who have Special Educational Needs and Disabilities (SEND).</p> <p>The person appointed is expected to have an inclusive approach to teaching and learning and will work collaboratively with subject staff in the classroom. This will primarily be supporting learners in Years 7-13.</p>
<b>Reporting to</b>	Special Educational Needs & Disability Coordinator
<b>Departmental Information</b>	<p><b>SEND Provision at Princethorpe College</b></p> <p>The Learning Support Department consists of a full-time Head of Department (the SEND Coordinator) and several part-time teachers who are all experienced and qualified specialists and assessors. In addition, there are several Learning Support Assistants working mainly part-time.</p> <p>The department is based in a group of rooms which serve both as office and tutorial space. It is well resourced with a variety of materials to support a wide range of SEND. There is a selection of literature available for subject teachers across the curriculum as well as access to ICT.</p> <p>The Learning Support Department aims to promote an inclusive approach to teaching and learning which sees all pupils actively involved, developing and achieving alongside their peers. We work in collaboration with subject staff, the pastoral team, the medical team and the school counsellors.</p> <p>Currently, pupils' learning is supported in a variety of ways: Learning Support Assistants offer in-class support in lessons. Key Stage 3 pupils are able to have small group or individual intervention by specialist Learning Support teachers. Key Stage 4 pupils may have small group tuition to support their GCSE courses, as well as some in-class support in their GCSE courses.</p> <p>In the Sixth Form some support is made available to our A-level students with specific learning difficulties by offering advice on revision and study techniques, organisation, workload etc.</p> <p>The Department works closely with subject areas and with the Examinations Officer to ensure that appropriate access arrangements are made available to those pupils with SEND during internal tests and public examinations.</p>
<b>Key duties and responsibilities</b>	<p><b>Professional Duties</b></p> <ul style="list-style-type: none"> <li>To work in a flexible team of seven Learning Support Assistants, under the direction of the Coordinator of SEND supporting learners with additional needs in an inclusive learning environment and in collaboration with subject staff.</li> </ul> <p><b>Key Tasks</b></p> <ul style="list-style-type: none"> <li>Collaboration with subject staff to providing in-class support to pupils with identified SEND, as directed by the SEND Coordinator.</li> <li>Liaison with parents/carers of pupils with identified SEND, with the knowledge of the SEND Coordinator.</li> <li>Liaison with colleagues in the support of pupils with SEND – sharing or collecting information, responding to emails, advising on strategies, being a point of contact and representative of the LS team.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration with other Learning Support staff to collate and share information and resources for our learners with a particular focus on students with Autism and ADHD.</li> <li>• Organize events and activities that promote autism awareness and inclusion.</li> <li>• Writing Personalised Learning Profiles and One Page Profiles for pupils with identified SEND, in collaboration with the pupils and their parents/carers and other staff as appropriate and as directed by the SEND Coordinator. Sharing these with staff as appropriate.</li> <li>• Providing study support to pupils with identified SEND as required, including as an extra-curricular activity during specified hours of work.</li> <li>• Taking part in appropriate CPD and INSET in coordination with the SEND Coordinator and cascading to the SEND Department as part of developing our provision, during specified hours of work. Keeping up to date with developments in SEND support as guided by the SEND Coordinator.</li> <li>• Planning and leading individual or small group social skills intervention.</li> </ul> <p><b>Other professional requirements</b></p> <ul style="list-style-type: none"> <li>• Experience and training in a similar role is vital. A Teaching Assistant Certificate (NCFE, NVQ Level 2\3 or HLTA) would be an additional recommendation. A willingness to undertake further professional development to widen knowledge and skills is important.</li> <li>• Experience of working with learners with specific learning difficulties is necessary. Experience in supporting young people with communication and interaction difficulties (Autism Spectrum Condition) is highly desirable as well as broad-based knowledge of a range of other learning needs or disabilities.</li> </ul> <p>The Foundation reserves the right to amend these duties from time to time according to business needs</p>
<b>Hours and place of work</b>	This is a 37.5 hour a week role, working Monday to Friday 8.30am – 4.30pm (with a 30-minute unpaid break), term time only including INSET days (36 weeks per year).
<b>Salary</b>	The starting salary for this role is between D5 to D10 of the Princethorpe Foundation support staff scale, currently £25,106 to £26,411 per annum full-time equivalent, actual salary is £19,908 to £20,943 (inclusive of holiday pay) by negotiation, depending on qualifications and relevant experience.
<b>Safeguarding Children</b>	<p>The postholder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the school's child protection policy statement at all times.</p> <p>If in the course of carrying out the duties of the post the postholder becomes aware of any actual or potential risks to the safety or welfare of children in the school must report any concerns to the Deputy Head (Pastoral) or the Headmaster.</p>
<b>Mandatory training</b>	<ul style="list-style-type: none"> <li>• Safeguarding training</li> <li>• Health &amp; Safety induction</li> </ul>

<b>PERSON SPECIFICATION</b>		<b>Essential</b>	<b>Desirable</b>
<b>Experience/ knowledge</b>	Knowledge and experience of supporting learners with Specific Learning Difficulties in the classroom	Y	
	A broad-based knowledge of a range of learning difficulties and additional needs	Y	
	Knowledge and experience of supporting learners with Autism Spectrum Conditions	Y	
	Knowledge and experience of supporting learners with social, emotional and mental health difficulties		Y
	Experience of supporting students of all ages and abilities to make excellent progress and achieve alongside their peers	Y	
	ICT skills appropriate to the position – word processing and office applications	Y	
	Willingness to learn new ICT skills and applications as needed for the role	Y	
	Knowledge and/or skills of assistive technology for learning		Y
	Planning and leading social skills intervention one to one or with a small group of pupils		Y
<b>Personal job- related skills</b>	A passion for inclusive education	Y	
	A willingness to undertake further job-related study and CPD	Y	
	Drive, determination, enthusiasm and the ability to work hard	Y	
	The ability to work collaboratively with colleagues	Y	
	Being willing to learn new skills and take new initiatives.	Y	
	Excellent interpersonal skills, including the ability to work and relate well to people on all levels with tact and consideration	Y	
	Good organisational and administrative skills, with the ability to remain calm under pressure and work to deadlines	Y	
	Strong interpersonal written and oral communication skills	Y	
	Strong organisational and time-management skills	Y	
	The ability to develop positive relationships with all young people	Y	
	The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop	Y	
	Confidence, resilience, flexibility and self-motivation	Y	
	High levels of honesty and integrity	Y	
	A sense of humour and desire to have fun	Y	

<b>Qualifications</b>	A relevant and appropriate qualification in SEN		Y
	TA GNVQ Level 2/3 or HLTA qualification		Y
	GCSE English and Maths or equivalent	Y	
	At least a good secondary level education	Y	
	Level 1 Autism training		Y
<b>Other requirements</b>	Previous relevant CPD on supporting learners with SEND	Y	
	A commitment to the safeguarding and welfare of all pupils.	Y	
	Relevant experience in working with pupils ages 11 to 18.		Y
	A commitment to support and uphold the Princethorpe ethos	Y	
	A willingness to lead or participate in social time extra-curricular activities with pupils who have additional needs (e.g. crafting, Lego Therapy)		Y

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