



Wimbledon College

Learning Support Assistant Special Educational Needs Department

Job Title	Learning Support Assistant
Salary	Scale Point 3-6
Line Manager	Senior LSA
Receives instructions from	SENCO/Head of Faculty/Subject Teachers/ Senior & Deputy LSA
Purpose of job	To assist in the support and inclusion of children with special educational and behavioural needs including disability and medical needs.

Duties

A Supporting the pupil

To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupil/s to be supported.

Taking into account the learning support involved, to aid the pupil to learn as effectively as possible, both in group situations and on his own by, for example:

Clarifying and explaining instructions.

Ensuring the pupil is able to use equipment and materials provided. Help with creating resources.

Motivating and encouraging the pupil.

Working to develop skills such as language, social communication, reading, spelling, handwriting, numeracy, spatial co-ordination.

Working to develop pre-learning attitudes and behaviour such as the ability to focus, concentrate, persevere, problem solve, hypothesise, categorise, turn take and role-play.

Meeting physical needs as required. Meeting personal needs as required and to carry out physiotherapy exercises as directed by the Physiotherapist.

Contributing to the preparation and implementation of Individual Education Plans.

Developing appropriate learning materials and teaching resources.

Establishing and maintaining a supportive relationship with pupils.

Supporting the inclusion of pupils with special needs in the wider life of the school.

Developing strategies for promoting pupils' self-esteem.

Provide support such as helping during tests, exams, or going on school trips

B Supporting the teacher

- To work under the instruction of teaching/senior staff in order to support access to learning
- To take responsibility for developing a suitable programme of support for pupil.
- To record the pupil's progress.
- To contribute to Individual Education Plans (IEP), IEP reviews, and reports.
- To participate with the teacher in the evaluation of the support provided.
- To attend meetings with subject teachers and form tutors.
- To provide regular feedback about the pupil to the teacher.
- To provide feedback to the subject teachers on the appropriateness of teaching strategies and resources used with the class.
- Help with extracurricular activity such as revision sessions or lunchtime duties

C Supporting the Curriculum

- To develop knowledge of the curriculum.
- To understand the National Strategies and their implications for pupils who require support.
- To develop the skills to adapt subject-based activities and resources to meet the needs of the pupil, working with subject teachers.

D Supporting the School

- Where appropriate, to develop a relationship to foster links between home and school.
- To liaise, advise and consult with other members of the team supporting the child/ren when asked to do so.
- To contribute to reviews of children's progress, as appropriate.
- To participate in relevant in-service training and actively seek other learning activities; working one week per year outside pupil term time.
- To participate in annual appraisal meetings/performance development, contributing to the overall planning, development, ethos, work, aims and organisation of support service to the school.
- To participate in weekly LSA briefing.
- Recognise the importance of personal responsibility for data protection, safeguarding and Health and Safety. Reporting any concerns to an appropriate person.
 - To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- To undertake other appropriate tasks as directed by line managers or the Head Master.

Hours

The day will be structured as follows:

1. LSAs working time will be calculated following the school day schedule of teaching periods (6 periods a day).
2. LSAs working period 1 will begin at 8.30am. This allows time to check in with the Senior LSA.

3. LSAs will have a 20-minute break during the morning. This break may or may not be scheduled to coincide with the pupils' break. The morning break will be included in the working hours of LSAs working periods 2 and 3.
4. LSAs will have a 30-minute break at lunchtime. This break may or may not be scheduled to coincide with the pupils' lunch break. The lunch break will be included in the working hours of LSAs working periods 4 and 5.
5. LSAs working period 6 will finish at 3.30pm. This allows for a debriefing at the end of the day.
6. LSAs finishing before period 6, will finish 15-minutes after the end of their last period of the day. This allows them to check in with the Senior LSA or Head of Special Needs to debrief.

Working 39 weeks per year, 190 pupil days + 5 additional days. (Attendance at evening meetings/inset training days/ and events including Year 6 testing day, will be required within these additional 5 days)

Weekly LSA Meeting

There will be a weekly meeting for all LSAs at 3.10pm.

Salary Scale (NJC/GLPC Outer London Pay Spines)

scale	scale point	full year salary (as at 1.4.19)	post
SC2	3	20,835	starting point for LSA
	4	21,210	
SC3	5	21,591	
	6	21,981	top point for LSA

Calculation of Pay

Pay will be calculated as a percentage of the week worked (by number of teaching periods available) and as a percentage of the year worked (usually 39 weeks):

$$\frac{\text{number of working periods}}{30} \times \frac{39 \text{ weeks worked} + \text{holiday allowance}^*}{52} = \text{£ percentage full-time equivalent (fte) salary}$$

* Holiday allowance is 6.6 weeks for those with less than 5 years service and 7.6 weeks for those with 5 or more years service. This includes bank holidays.

Annual Increment

Subject to satisfactory performance management outcome, LSAs will be entitled to an annual increment of one point on the salary scale until they reach the top of the salary range.

The annual increment will be payable from 1st September each year, regardless of when in the year the person was appointed.

For the purposes of the holiday allowance calculation, the fifth 1st September after employment will be considered the date at which the longer holiday allowance comes into effect, regardless of when in the year the person was appointed.

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Person Specification

- Good reading, writing, numeracy skills and a knowledge of basic ICT to support learning
- Ability to use clear language to communicate information unambiguously
- Ability to understand and support children with developmental difficulty or disability
- Good understanding of the school curriculum; knowledge of literacy/numeracy strategies
- Ability to observe and monitor progress and maintain records; good organisational skills
- Ability to deal with challenging behaviour and implement the school's behaviour management policy; remaining calm under pressure
- Ability to motivate and encourage students; establish rapport and respectful and trusting relationships staff, pupils and parents
- Ability to work well within a supportive teamwork structure; being able to take direction but be prepared to take initiative when required
- Personal Qualities: Reliability - to have an excellent attendance record, being punctual, present a smart appearance, organised, resourceful, enthusiastic, approachable and empathetic
- Ability to maintain a high level of confidentiality and discretion at all times
- Ability to adopt a flexible approach to working
- Desire to enhance and develop skills through performance appraisal and training
- Recognition of the importance of personal responsibility for data protection, confidentiality, safeguarding and Health and Safety
- Supportive of the Jesuit ethos of the school