



# DARRICK WOOD SCHOOL

An Academy and Teaching School

## LEARNING SUPPORT ASSISTANT JOB DESCRIPTION

DECEMBER 2017

<b>JOB TITLE:</b>	Learning Support Assistant
<b>GRADE:</b>	Scale 1 point 11 £18,357 pro rata (actual £10,543)
<b>HOURS:</b>	5 days (25 hours) per week 38 weeks per year
<b>REPORTS TO:</b>	Mrs J Lancaster

A Learning Support Assistant (LSA) is someone who supports a pupil with special education needs. An LSA can be a qualified teacher but the job has no teaching requirement and a teaching qualification is not part of the job description.

Some LSAs have HCA qualifications and act as carers and their roles reflect this in their duties.

The school has used non-teaching support assistants for about fifteen years and they have made an enormous contribution to the progress of many pupils. At present we have many SEN pupils studying in the Sixth Form.

At Darrick Wood School the LSA is part of a dedicated team responding to the varying needs of pupils which are designated with SEN needs. These would include: -

- **Behavioural, emotional and social difficulties**
- **Complex communication differences**
- **Learning and language difficulties and hearing impairment**
- **Numeracy difficulties**
- **Physical impairment**
- **Specific learning difficulties**
- **Vision impairment**

The LSA may concentrate support on a few pupils or may give support to a larger number of pupils.

## **A Description of the Tasks**

The following information forms a basis of a general job description for an LSA. However, the nature of the job means that an LSA prioritises the needs of particular pupils. Therefore, the statement of special educational needs and or the individual education plan (IEP) form a powerful job description. The tasks outlined below are general to most jobs and are always open to change.

In essence the job description supports the pupils in your care to access the national curriculum. In a technically “non-teaching” capacity the job would be to:

- **Encourage the pupils to understand the nature of their difficulties.**
- **Help the pupils to express their own feelings and opinions on their needs.**
- **Support the pupils to be fully involved in their own special needs programme.**
- **Help the pupils to cope with the learning tasks.**
- **Guide the pupils to come to terms with any emotional needs.**
- **Help the pupils to develop appropriate behaviour.**
- **Encourage the pupils to be organised and to cope with the busy secondary school timetable.**
- **Guide the pupils, parents/carer to understand the nature of the special needs and to see they have a role in the programmes of work.**
- **Keep a record of support for the pupils.**
- **Complete and deliver the target sheets.**
- **To provide help and guidance in homework club and during some break and lunch times.**
- **To support pupils taking part on regular school trips, events and recreational activities.**
- **To be part of the invigilation team during exam periods.**
- **To help write reports for Annual Reviews which are relevant to their students.**
- **Within lessons, an LSA works under the supervision of the class subject teacher.**
- **An LSA is a non-teaching role. It is not their task to plan and supervise teaching groups. That is the role of qualified teachers. However, working individually with a pupil it is impossible not to have some role of instruction and correction. Around the school an LSA has the same responsibility as any member of the office team, site staff or other non-teaching assistants. The school disciplinary system can be used with reference to the subject teacher/other member of the Support Department teaching team.**
- **In general, an LSA will support a pupil within a subject class. At times, under the supervision of a teacher, it is suitable for the LSA to take a pupil to a quiet Support room to give individual help or advice or to help the pupils through a course devised by the teacher.**
- **The hopes of the pupils and those of their parents/carers will be very important. Building up good relationships with those is critical. An LSA should aim to have a supportive relationship with the pupils and should encourage them to express their own views, and at times, present those views to other professionals. The involvement of parents in a positive way is shown to be an important factor in a pupil’s achievement.**
- **The LSA should help in devising the targets for the pupil’s individual education plans (IEPs).**

- The LSA will also play an important part in the annual review of statement and any other reviews. The LSAs opinions and records will be of value and considered in any reviews of progress.
- The LSA will liaise with class teachers as appropriate.

**The short-term targets are the key element in the day-to-day support.**

The ultimate goal should be that if possible the pupils can cope successfully and independently of LSA support. It is an aim that the LSAs influence will extend right across the curriculum.

**J. Lancaster**  
**HoF Learning Support**