



# DARRICK WOOD SCHOOL

RESPECT | RESPONSIBILITY | HONESTY

## **Learning Support Assistant Champion (Autism)**

**Scale 1 point 3 £12623 actual pa plus £660 actual pa Champion allowance for 5 days per week**

### **A Description of the Tasks**

Multiple Learning Support Assistant Champions in Autism are required within the school. The role will primarily be classroom based to support a child with complex autistic needs. You will either already have experience in this area or will desire to have further training and development. The school is looking to become more involved in the Champion role in the wider borough context, so you will have the option to attend the meetings held throughout the year to support your knowledge and skills, to support Darrick become more autism aware.

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

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 the specialism and as an LSA. The nature of the job means that the Champion and LSA role will reflect the needs presented by each pupil. The tasks outlined below are general to most jobs and are always open to change.



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## Champion

- A passion for working with and championing an understanding of autistic children in our school.
- To provide active assistance in the classroom for children that have an autistic need, such as providing a voice where a child might be non-verbal; acting as a scribe if they need assistance with written pieces; to help decode written pieces and read and infer meaning in texts; providing guidance with socialisation.
- To follow specific autism friendly practices in the classroom for children, such as ABC models to help children reflect upon behaviour and actions.
- To provide speech and language strategies in the classroom to aid with learning.

## LSA

- 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.
- Support with the physical needs of pupils to be able to access the curriculum and to support by pushing around wheel chairs users where needed.
- 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.
- 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.



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- **The LSA will liaise with class teachers as appropriate.**

This is an indication of most tasks that you will undertake in your role, but it is not an exhaustive list. Please note the SENCo can make a reasonable request for work to be undertaken to a similar level, as stated in the description.

Our goal is that our pupils will (holistically) become independent in their academic, emotional, social, sensory and medical achievements with minimal input from the Support Faculty, by the end of their educational time at Darrick Wood secondary school