Job Description

Job Title	Learning Support Assistant for SEND (TA3)
Grade	Grade E SCP 11 to 17 + SEN Allowance
Primary Purpose of the Job	Provide effective support for teaching and learning in school
Responsible to	HLTA for SEND/Head of Learning Support
Principal Responsibilities	Provide support for a range of teaching and learning activities in school Provide support for individual learners and groups of learners in specific areas of the curriculum or during transitions

Main Duties	
1.	Provide support for learning activities across all key stages and in a range of environments
2.	Support learners' development (e.g. physical, emotional, social, communication and intellectual development needs)
3.	Help to keep learner safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding.
4.	Develop and promote positive relationships with learners, adults and other practitioners
5.	Support the development and effectiveness of work teams
6.	Reflect on and develop practice
7.	Use information and communication technology to support learning
8.	Plan deliver and evaluate teaching and learning activities under the direction of a teacher, including to cover for short-term teacher absence
9.	Contribute to the planning, delivery and evaluation of teaching and learning activities
10.	Support literacy and numeracy development
11.	Observe and promote learner performance and development
12.	Contribute to assessment for learning
13.	Prepare and maintain the learning environment
14.	Provide displays
15.	Invigilate tests and examinations
16.	Contribute to maintaining learner records
17.	Monitor and maintain curriculum resources
18.	Escort and supervise learners on educational visits and out-of-school activities
19.	Liaise with parents, carers and families
20.	Promote learners' well-being and resilience

Other Support Duties	
21.	Support young people during transitions in their lives
22.	Support implementation of the curriculum
23.	Support teaching and learning across all curriculum areas
24.	Provide literacy and numeracy support to enable learners to access the wider curriculum
25.	Support gifted and talented learners
26.	Contribute to the prevention and management of challenging behaviour young people
27.	Assist in the administration of medication
28.	Enable our learners to be active citizens
29.	Lead an extra-curricular activity
30.	Plan and support self-directed play
31.	Organise cover for absent colleagues
32.	Organise and supervise travel

Additional responsibilities	
33.	Be aware of and comply with all policies and procedures relating to ICT, child protection, health and safety, GDPR, confidentiality and data protection, reporting any concerns to the appropriate person
34.	Ensure that all learners have equal access to opportunities to learn and develop
35.	Contribute to the overall ethos/work/aims of the school
36.	Recognise own strengths and share expertise and skills with others
37.	Provide back up support for other members of the team as needed
38.	Set a good example in terms of personal presentation, attendance and punctuality
39.	Act and dress at all times as an example to the learners within the school and to create a professional image for parents and other visitors
40.	Participate in training, other learning activities and performance management as required
41.	Assist with the supervision of learners on school trips and out of lesson times e.g. clubs, extra-curricular activities

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Headteacher and to meet the needs of the school.

Job Description prepared by:	Gaynor Chesterfield
Job Description updated:	October 2024

PERSON SPECIFICATION

Job Title Learning Support Assistant for SEND (TA3)
Grade Grade E SCP 11 to 17 + SEN Allowance

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

	Skills and Knowledge	Method of Assessment
1.	Ability to provide effective support during learning activities through use of appropriate strategies for motivate and challenge learners	Application Form/Interview
2.	Ability to interact, listen and positively encourage learning	Application Form/Interview
3.	Ability to respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities	Application Form/Interview
4.	Ability to supervise young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures	Application Form/Interview
5.	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Application Form/Interview
6.	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Application Form/Interview
7.	Ability to communicate effectively with young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between learners with other adults and to recognise and encourage resolution of issues.	Application Form/Interview
8.	Ability to foster positive relationships between learners with other adults and to recognise and encourage resolution of issues.	Application Form/Interview
9.	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support	Application Form/Interview
10.	Ability to use self-evaluation and reflection to learn and develop practice	Application Form/Interview
11.	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information, and to encourage and support ICT during learning activities, feeding back on progress and response.	Application Form/Interview
12.	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the Head of Learning Support	Application Form/Interview

	Skills and Knowledge	Method of Assessment
13.	Ability to monitor and provide feedback on participation and progress, and evaluate own contribution to the learning activity	Application Form/Interview
14.	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives	Application Form/Interview
15.	Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions	Application Form/Interview
16.	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness.	Application Form/Interview
17.	Excellent numeracy and literacy skills	Application Form/Interview
18.	Knowledge and understanding of expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development.	Application Form/Interview
19.	Knowledge and understanding of the relevant school curriculum and age-related expectations	Application Form/Interview
20.	Awareness of inclusion principles, impact of cultural, social and gender-based influences on learners, and their implications for supporting teaching and learning activities	Application Form/Interview
21.	Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings	Application Form/Interview
22.	Awareness of safeguarding principles and safe working practices	Application Form/Interview
23.	Displays commitment to the protection and safeguarding of children and young people	Application Form/Interview
24.	Be familiar with and able to set in motion accident/ emergency, safety, safeguarding and welfare procedures, according to school policies and procedures	Application Form/Interview
25.	Knowledge and understanding of a range of professional and educational software packages	Application Form/Interview
26.	Knowledge and understanding of procedures for maintaining appropriate records	Application form/Certificate
27.	Knowledge and understanding of literacy and numeracy strategies for relevant age groups	Application Form/Interview
28.	Awareness of the SEN Code of Practice and of its implications in practice	Application Form/Interview
29.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document	Interview

Skills and Knowledge		Method of Assessment
Personal Qualities and Beliefs		Method of Assessment
1.	Values diversity	Application Form/Interview
2.	Alignment with Ladybridge beliefs and mission	Application Form/Interview
3.	Optimistic outlook – a belief that the work we do makes a difference to others	Application Form/Interview
4.	Honest, reliable, open-minded, modest and full of integrity	Application Form/Interview
5.	Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience	Application Form/Interview
6.	Excellent time management skills	Application Form/Interview
7.	Able to listen and respond in an emotional intelligent manner	Application Form/Interview
8.	Good attendance and punctuality	Application Form/Interview

Experience, Qualifications and Training		Method of Assessment
	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent	Application Form/Certificate
2.	Relevant experience of working with and/or caring for children within specified age range/subject area	Application Form/Interview
3.	Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	Application Form/Certificate

Work Related Circumstances		Method of Assessment
1.	This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service	Application Form/Certificate

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	Knowledge and understanding of assessment for learning	Application Form / Interview
2.	Knowledge and understanding of managing change and transitions with young people	Application Form / Interview

Experience, Qualifications and Training		Method of Assessment
1.	Several years' experience of supporting teaching and learning in specific curriculum areas	Application Form / Interview

Person Specification prepared by:	Gaynor Chesterfield
Person Specification updated:	October 2024

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others
Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies
Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity
Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care
The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety
Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality
Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty
Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding
This School is committed to safeguarding and promoting the welfare of learner, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.