



GATEWAYS SCHOOL

Learning Support Assistant

Accountable to:

SENCo (Head of Learning Support)

Purpose of the Role

- The role of a Learning Support Assistant will be utilised differently across primary and secondary school, depending on the needs of the pupils.
- As a Learning Support Assistant you will be expected to guide individuals or small groups of pupils with Special Educational Needs (SEN), work both within and outside of the classroom, under the direction of the SENCo and teachers as well as independently.
- The objectives of a Learning Support Assistant will differ according to the individual requirements of each pupil. The overall function is to support SEN pupils with varied needs through the academic, personal and behavioural elements of school life.

As a staff member at Gateways, your responsibilities will include:

- Being responsible for safeguarding and promoting the welfare of pupils.
- Following all school policies and procedures.
- Attending all school training & development days, and meetings as required.
- Accompanying pupils and staff on educational visits.
- Supervising pupils on break and lunch duties.
- Covering absent staff as requested.
- Undertaking professional development.
- Upholding strong relationships with the staff and parent communities of Gateways.
- Carry out any other duties as required by the Head.



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As a Learning Support Assistant, your responsibilities will include:

- Supporting SEN pupils on a 1:1 basis or small group basis.
- Supporting EAL pupils on a 1:1 or small group basis.
- Working under the direction of a class teacher to provide small group support in class.
- Preparing and delivering bespoke intervention-based activities on a 1:1 and small group basis.
- Liaising with teaching staff and SENCo on delivery of SEN provision.
- Providing targeted support outside of the classroom.
- Work on differentiated activities with groups of students.
- Deliver targets intervention directed by the SENCo.
- Undertaking professional development and relevant training sessions which improve the efficiency of SEN provision at Gateways School.
- Promoting Gateways behaviour systems, developing social/emotional skills (depending on the individual need) and positive self-esteem.
- Working alongside teaching staff to assess, monitor and review progress of pupils.
- Supporting the SENCo in writing a short summary of progress for SEN pupils' reports.
- Maintain and enhance the Learning Support classrooms in line with pupils' needs and under the direction of the SENCo.
- Supporting teaching staff and pupils in making academic progress.
- Creating and enhancing displays to aid learning.
- Supporting teaching staff in the delivery of the curriculum.
- Carry out any other duties as required by the SENCo, Head of Prep and Head.

This job description is not intended to be an exhaustive list of responsibilities. The job description is subject to amendment upon mutual agreement of the Head and the individual staff member and will be reviewed annually.

Gateways School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check (where applicable)

| Person Specification | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| A* - C in English and Maths (<i>or equivalent</i>). | X | |
| Learning Support/Teaching Assistant Qualification. | | X |
| TEFL qualification, or willingness to undertake training for working with EAL children. | | X |
| Experience | | |
| Experience in a similar role. | | X |
| Experience working with children. | | X |
| Experience working with/delivering interventions specific to dyslexia. | | X |
| Experience working with children with complex needs including autism, ADHD or speech delay. | | X |
| Skills | | |
| Excellent listening and communication skills. | X | |
| Excellent problem-solving skills. | X | |
| Able to work as part of a team and independently. | X | |
| Competent user of IT. | X | |
| Knowledge | | |
| Knowledge of child development. | | X |
| A belief in inclusion for all and an understanding of multi-sensory teaching methods. | | X |
| A passion for special educational needs and knowledge of methods to support children in their academic and personal achievements. | | X |
| Understanding of the importance of safeguarding and child protection and its impact on this role. | X | |
| Personal Attributes | | |
| Patient, kind, approachable and adaptable. | X | |
| To be reliable and punctual. | X | |
| Enthusiastic, positive and creative. | X | |