



Senior Learning Support Assistant Job Description

1. Job Title: Senior Learning Support Assistant

2. Responsible to: Class Teacher

3. Responsible for: None

4. Role Summary:

Under the guidance of the class teacher, the Senior LSA will provide reliable and consistent support for the class. He/she will support the teacher/s by working with individual pupils, small groups or taking the class for some lessons. The work may include aspects of personal care for the pupils, e.g. helping the pupils with toileting and personal hygiene.

The Senior LSA will be involved in supporting the delivery of all aspects of the school's curriculum, in line with the school's curriculum policies – numeracy, literacy, communication skills, topic-based project work, life skills, physical education, drama music, art, craft, etc. When not in the classroom setting, the Senior LSA will provide on-to-one support for lunch or rest hour in a care house setting under the guidance of a house coordinator.

The main focus of this role is the building of positive and appropriate relationships with a pupil or pupils. Supporting the Class Teacher by also having an overview of the class, Main Lesson and all aspects of timetable.

The Sheiling School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

As a Senior LSA you will be asked to assist the class teacher in carrying the responsibility for the pupil's education as well as supporting and guiding other LSA's in their role.

It is vitally important that you maintain a positive attitude towards the work in school. You are expected to uphold the ethos the principles on which the school works.

It is important to try to create a calm atmosphere around the pupils in the classroom and when escorting pupils between activities i.e. attending assemblies, performances and Service. Too much noise will excite the pupils and make it harder for them to concentrate.

You will be asked to support the teacher in ensuring a peaceful and calm atmosphere in the classroom. Some pupils can however display some difficult behaviour and it is important that you are able to deal with this. You need to familiarise yourself with the Behaviour Management Plan and the Risk Assessment of all pupils in the class to ensure consistent approach towards the pupils.

Many of our pupils have difficulties in understanding what is happening around them as well as communicating their needs and wishes.

We try to help them in a number of ways. A strong routine helps the pupils anticipate what is going to happen and what is expected of them. The relationship you build with the pupils will help them trust you and look to you for help and support.

We use Pecs/Symbols and Signalong to support verbal communication. Some of our pupils have communication books they use in school and house.

Some of our pupils are able to read and write, or have the potential to do so. Others are at a pre-reading/writing level and some will most likely never be able to read or write.

You will be asked to carry out the teaching of individual or small group Literacy and Numeracy as well as completing the relevant paperwork such as daily record sheets and IEP progress. You need to familiarise yourself with the IEP (individual education plan) for all the pupils in the class in order to ensure consistency in the teaching approach. This will all be under guidance and supervision from the class teacher if and when needed.

On outings it is important that you help the teacher to keep order amongst the pupils and to ensure their safety. Equally importantly you should help to ensure that the pupils get the maximum educational benefit from the trip.

You will be asked to step in to cover the class if the class teacher is ill or absent. This obviously means that you have to carry a significant responsibility for the class. You need to ensure their safety and their well-being while they are in your care. You will also need to take certain responsibility for their education that is provided to the pupils in the class. You will receive support from the class teacher you work with / the Head of Education and/or other teachers as well as from the other LSA's and Class Assistants.

In the case of illness cover, the Head of Education remains ultimately responsible for the education and care of the class and will need to feel satisfied that you are doing the task well.

It will be expected that you liaise with and build good relationships with parents and carers.

If you are ill you should ensure that your class teacher is informed by 8am. This is very important as the teacher might need to organise for someone else to help cover in the class. Similarly, if you are unable to come to school as usual for any reason, it is your responsibility to inform the class teacher in plenty of time.

Summary of Duties and Responsibilities

Support spoken language with augmentative communication means, e.g. signing, the use of pictures and symbols, etc. The school adopts a Total Communication approach. Training and guidance will be given in this important area, but the school asks for interest and flexibility in joining courses both on and off site.

In line with Individual Learning Plans (IEPs), the post-holder will balance giving direct support with encouraging appropriate levels of independence. Training and guidance will be given in these areas.

Senior LSA's are required to participate in Parents Day, Summer Fairs and Christmas Markets beyond normal working hours.

Your normal working day is from 8.30 am – 5.00 pm.

The Senior LSA will . . .

- Accompany a pupil or pupils to events, activities, gatherings and festival both on and off-site.

- Behave in such a way as to set an example to the pupils of mature and appropriate behaviour, which is representative of the School's ethos and standards.
- As a Senior LSA you will be expected to maintain an overview and ordering of classroom resources.
- Carry an overview of all individual pupils, their targets, IEP's and BMP's, offering ideas and suggestions where appropriate.
- Carry an overview of other LSA's, offering guidance, advice and support, when appropriate; refer any concerns or points to note to class teacher.
- Develop schemes of work and lesson plans, deliver lessons and write evaluations, under guidance of class teacher.
- Maintain photo bank of pupil's work for Record of Achievement.
- Maintain and update work for displays
- Attend reviews and clinics
- Maintain safe practice and report any concerns to the person in charge.
- Support the ethos and philosophy of the Sheiling School.
- Learn and partake in verses and songs in Class, Assembly and at Festivals.
- Support pupils during class-activities, in workshops and at break time.
- Participate in pupil progress recording and daily records sheets.
- Work collegially as a member of a team.
- Perform any other tasks within reason, which from time to time may be necessary to fulfil the needs of the job and further the objectives of the Sheiling School.
- Support Festivals and events held at the school.

Additional duties and responsibilities

Performing with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of Thornleigh Camphill Communities.

Thornleigh Camphill Communities reserves the right to vary or amend the duties and responsibilities of the post and the post-holder at any time according to the needs of its charitable business.

The Sheiling School, Thornbury

Person Specification

Job title: Senior Learning Support Assistant

Essential Qualities and Skills

- Qualified to NVQ3 supporting teaching and learning
- Experience with learning disabled children or young adults
- Rudolf Steiner/Curative Education experience
- Interest in and empathy with children or young adults with learning disabilities
- Interest in Waldorf Education
- Interest in Camphill Curative Education
- Good communication skills
- Experience using alternative communication, e.g. Signalong, PECS, IT skills
- Patience and sense of humour
- Fitness and stamina to face challenges and challenging behaviour
- Team worker, also able to work independently
- Open to offering guidance and support for personal care

Desirable Qualities and Skills

- Experience in a residential school setting for a minimum of 1 year
- Clean UK driving license
- Midas training