

The Albany Job Description – Learning Support Assistant

Name:

Role: Learning Support Assistant (Level 4)

Grade: Band 4 (below the bar)

Contract Type: Hours per week to be agreed, 39 weeks per year pro rata

Responsible to: Teacher with Line Management Responsibility

Effective from:

Context

The Albany is a Secondary Alternative Provision Academy providing 62 KS3 and KS4 places for students in the Western Area of Suffolk who are experiencing challenges in accessing mainstream education as a result of social, emotional and mental health difficulties; many who may be at risk of, or have been, permanently excluded. Some also have significant learning difficulties or have a history of school refusal. 16 of these places are SEMH specialist places. The remaining 46 are our PRU offer.

Students are grouped according to their presenting need in mixed aged classes and provided with a blended curriculum, consisting a combination of academic, vocational and personal development activities, delivered in partnership with a number of other providers, utilising the local area resources to the full to enhance the learning experiences of our students.

The post holder must at all times seek to uphold the core values of The Albany by building and maintaining positive relationships which maximise achievement through a personalised approach to learning.

Core Purpose

The core purpose of an LSA within The Albany is to support our teaching team and work independently to deliver a personalised curriculum; lowering barriers to learning and enabling students to take responsibility for their own learning and development. In effect to enable our students to *believe* in themselves, *engage* in their learning and personal development and maximise their *achievements*.

A Learning Support Assistant must be capable of undertaking a sustained responsibility for delivering high-quality support for learning, for which he/she is made accountable. Our students have a range of complex social and emotional needs, therefore an ability to challenge and support our students in changing their behaviour, whilst showing empathy and enabling an atmosphere conducive to learning is essential.

The role requires the post holder to be flexible and able to work autonomously with students, both when supporting a teacher and when working with small groups and individuals outside the classroom. Their work will be guided and supported by the leadership and teaching teams, although they will also have individual responsibility for particular aspects of the curriculum.

Most LSAs are linked to groups; working with the class teacher to support students on a day to day basis and communicate effectively with home.

The post holder is expected to take advantage of professional development opportunities to invest in themselves, modelling lifelong learning.

At all times the post holder must also uphold the highest standards of personal and professional conduct within and outside school including maintaining good attendance and punctuality. This also includes (*taken from the teachers professional standards*):

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing appropriate boundaries;
- Having regard for the need to safeguard students' well-being;
- Showing tolerance of and respect for the rights of others;
- Ensuring that personal beliefs are not expressed in ways which might unduly influence the actions and thinking of others.



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'Engaging learners to enhance their life opportunities and outcomes'

Supporting Learning

- Enabling students to access learning within the classroom by, for example: reading for those students entitled to readers, helping students to break down tasks into manageable goals, and supporting the acquisition of learning skills
- Delivering 1:1 and small group work interventions outside the classroom designed to promote the acquisition of learning skills (e.g. catch up literacy)
- To promote a positive attitude to learning through appropriate use of praise
- To support the students in developing their social and emotional skills so that they develop appropriate learning behaviours
- Use student passports effectively, and contribute to the focus meetings to enable colleagues to identify the best strategies for supporting and challenging students

Supporting the Curriculum

- Support the enrichment curriculum through accompanying/ leading off site activities
- Take responsibility for the delivery of aspects of the curriculum (e.g. cookery, ICT, challenge learning, work experience, art)
- Support and assist with events and trips organised to extend and enrich the experience of students at The Albany (including providing ideas for these activities)
- Drive the minibus (where appropriate) to enable students to access activities off site more readily
- Use their own vehicle to enable support of home learning and access to off-site learning for individual students

Relationships

- To be the key worker for at least one student, working with them to build their social and emotional skills and capabilities
- To develop and maintain positive relationships with students, supporting them in developing their own skills thereby promoting independence and building accountability for their actions
- To develop positive relationships with all members of the team which promote the school values and enable effective teamwork
- To foster positive relationships with parents/carers
- To be an ambassador for The Albany and promote our values through all their interactions with others, including other providers (e.g. Further Education providers, enrichment providers)

Other Duties

- Provide cover for absent colleagues (including teachers) to enable the smooth running of The Albany timetable, either on a daily basis or for a sustained period of time
- Report on student progress in appropriate subject areas (eg AQA Awards, work experience, Challenge Learning etc)
- Ensure accurate record keeping, using the systems in place effectively
- To show a commitment to continuous professional development through embedding learning from training activities in their own actions and seeking to develop themselves as effective practitioners
- To attend and contribute to Person Centred Reviews (as student advocate), TAC, SEN and other review meetings if required by their line manager or members of the senior leadership team.

This job description is not necessarily a comprehensive definition of the post but illustrates the range of responsibilities and duties of an LSA. It is open to periodic review by appropriate consultation.

