



Job Title: Learning Support Assistant (LSA)

Responsible to: Head Teacher

Talbot House Children's Charity are looking to recruit additional Learning Support Assistants (LSAs), to work within our School (KS1 & KS2 or KS3 & KS4).

The suitable applicants must have experience of working with SEN pupils with complex needs, including SEMH, ASD, ADHD, trauma and attachment, some of pupils may have multiple complex needs.

We are a small non-maintained school with pupils ranging from Key Stage 1 to Key Stage 4. Class sizes are rarely bigger than 6 pupils.

Job Description:

- Engage young people in their learning both academic and socially.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model, and setting high expectations.
- Contribute to IEPs and support plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Support in our enrichment program and external activities.
- provide feedback to pupils in relation to progress and achievement.
- Organise and manage appropriate learning environment and resources.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Demonstrate flexibility as required due to the demands of the role.
- Carry out such other duties as may be reasonably required from time to time and / or as directed by the Head Teacher.

Other:

- Support Talbot House Children's Charity's commitment to safeguarding children and promoting their welfare and contribute to the overall ethos/work/aims of the school.
- Be a strong role model for pupils.
- Be aware of, and comply with key policies and procedures, for example, health and safety, equality and diversity, security, confidentiality, data protection, reporting all concerns to line management.

- Operate as a supportive member of the team by providing support and assistance to other members and attending and participating in team meetings.
- From time to time, young people will be risk assessed to allow them to participate in certain projects as part of work experience.
- Participate in training, other learning activities and performance development as required.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

Note:

The Charity is committed to Safeguarding Children (see full policy details on our website). This post is subject to a disclosure and barring service check under the arrangements established by DBS and continued subscription to the DBS Update Service.

We can only accept a Charity Application Form for this role. We are not able to accept CV's for this roles, if you submit a CV it will not be reviewed. Please view our safer recruitment policy.

Applicants should be aware that any relevant issues arising from their references will be addressed at interview.

Personal Specification:

	CRITERIA ESSENTIAL / DESIRABLE CRITERIA FOR THE ROLE & WHERE TO EVIDENCE	CRITERIA ESSENTIAL / DESIRABLE	EVIDENCED
	QUALIFICATIONS, EXPERIENCE AND TRAINING		
1	NVQ Level 3 or relevant qualifications, training or experience.	E	A
2	Further study/qualifications in SEN.	D	A
3	Positive Handling Training or equivalent.	D	A
4	ASD training.	D	A
5	Experience of working in a SEN school or with SEN children with SEMH or other complex needs.	E	A/I/R
6	Experience in supporting and delivering learning for young children over a range of subjects.	E	A/I/R
7	Experience of using a range of techniques for children in SEMH and/or other complex needs.	E	A/I/R
8	Knowledge of positive pupil behaviour management strategies.	E	A/I
9	Knowledge and experience of: KS1 and KS2 core curriculum (Primary/Lower School). KS3 and KS4 core curriculum (Secondary/Upper School).	E	A/I
10	Experience to motivate young people to achieve a high level of aspirations.	E	A/I
11	Experience and knowledge of a high level of understanding of safeguarding.	E	A/I
12	Working within a Thrive based School.	D	A/I
	ABILITIES AND SKILLS		
13	Ability to relate to and empathise with pupils and to develop trusting and respectful relationships.	E	A/I/R
14	Effective and clear communication.	E	A/I/R
15	High level of written, oral and communication skills.	E	A/I/R
16	High level of organisational and planning skills.	E	A/R
17	Able to work effectively as part of a team.	E	A/I/R
18	Respect for confidentiality of information concerning pupils.	E	A/I/R
19	Able to demonstrate a high degree of professionalism in all areas of school life.	E	A/I/R
	PERSONAL QUALITIES		
20	Commitment to equal opportunities and inclusion.	E	I/R
21	Demonstrates empathy.	E	I
22	Demonstrates a resilient and calm persona.	E	I/R
23	A professional responsibility to promote and safeguard the welfare of children and young people.	E	I/R
24	A good sense of humour.	E	I
25	Enthusiasm, energy, integrity and a positive outlook.	E	I
26	Good role model with a can do attitude.	E	I/R
27	Understanding of the importance of flexibility.	E	A/I/R

A = Application Form, I = Interview, R = Reference