



Robert Blake

Self-discipline | Motivation  
Aspiration | Respect | Togetherness

## POST: Learning Support Assistant

### REPORT TO: SENCO

#### Main Purpose of Job:

To improve life chances and outcomes by supporting students and enabling them to achieve. To assist in the provision of Additional Support Needs (ASN) under the direction of the SENCO.

#### Main Responsibilities and Duties:

##### Key Responsibilities:

- Deliver and prepare learning support in class, groups, or individually.
- Act as a key worker for identified students, maintaining Assess-Plan-Do-Review cycles.
- Develop positive relationships to facilitate learning and promote progress.
- Support students' personal, social, health, and moral education.
- Assist with class and student management, including creating/modifying resources.
- Provide targeted support for literacy and numeracy programmes.
- Accompany students on visits and trips as required.
- Assist with exam administration and supervision.
- Support students to meet EHCP and Pastoral Support Plan targets.
- Provide personal care where required, including assistance with toileting, dressing, eating, mobility, and transfers (including hoisting), as well as supporting physiotherapy programmes. Care must be delivered respectfully, maintaining dignity and independence.
- Maintain accurate records and contribute to departmental administration.
- Comply with safeguarding, health and safety, and all school policies.

#### Facts and Figures:

Robert Blake School is an 11-16 Secondary School with approximately 1040 students and 140 staff. The school serves an area of high deprivation, with numbers of pupil premium, and SEN students well above Somerset and national averages.

#### SUPPORT PROCESSES

##### Problem Solving and Creativity:

Required to be highly organised, and able to use initiative in determining the best way to support students within an overall framework of established school policies, guidelines and rules. A pro-active relational approach, along with problem solving skills are essential.

##### Decision Making:

Would be expected to make decisions on the most appropriate techniques for supporting students within the context of a lesson or as separate intervention under the overall direction of the class teacher, SENCO & Deputy SENCO

**Physical Effort and Working Conditions:**

Normal school working environment. Most of the day is spent sitting or standing. Some ICT work, and occasional trips and visits.

Physical effort may be required in providing assistance to students with physical or sensory disability. Possible support in respect of students' personal hygiene needs. Appropriate training will be provided.

**Contacts and Relationships:**

Regular contacts with members of staff to pass and receive information, advice, guidance, suggestions and ideas.

**Knowledge, Skills and Experience:**

5 GCSEs (or equivalent) at grade A\* - C, including English and Maths.

Excellent organisational, communication and interpersonal skills. A commitment to young people, their welfare, education, and personal development.

Must have good ICT skills.

Accuracy, initiative, resilience and reliability essential.