



**Post Title:** Learning Support Assistant      **Salary Grade H3-H4 pro rata**  
 with 1:1 responsibility supporting      **Depending on experience**  
 a non-verbal pupil with Ataxic  
 Cerebral Palsy

**Responsible to: Class Teacher**

### **JOB PURPOSE AND CONTEXT**

To work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with learning difficulties and/or behavioural, social, communication, sensory and/or physical disabilities. To support an individual non-verbal pupil with Ataxic Cerebral Palsy with their care and learning needs throughout the school day.

#### **Key responsibilities**

1. As a 1:1 allocated LSA, support a non-verbal pupil with Ataxic Cerebral Palsy daily with their personal needs, including care and learning needs and liaise with relevant therapists and parents.
2. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
3. Deliver specified work to individuals and small groups modifying and adapting activities as necessary
4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required.
5. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional.
6. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher.
7. Select and adapt appropriate resources/methods to facilitate agreed learning activities.
8. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews.
9. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.
10. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas.
11. Work with pupils not working to normal timetable.
12. Establish and maintain relationships with families and carers and other adults, e.g., speech therapists.
13. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment.
14. Escort and supervise pupils on educational and out of school activities.
15. Be responsible for the preparation, maintenance and control of stocks of materials and resources.
16. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training.
17. Undertake moving and handling activities as required.
18. Contribute to the development of policies and procedures.
19. Supervise or manage the work and development of other classroom support staff.



## Learning for Life!

20. Undertake training with specific area of expertise to ensure that staff, parents / carers are fully trained to meet the expectations of the school.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

### **Job Context**

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- Works under overall direction of teacher. Plans, prepares and delivers learning to individual groups, assesses records and reports on development, progress and attainment resolving all but the most complex problems independently.
- Contributes to planning and development of learning activities with teachers and responds to activity-related problems without referral to teachers
- Provides assistance to pupils on social, welfare and health matters (toileting / dressing) and provides support to the teacher on behaviour management of pupils.
- Works with an individual non-verbal pupil with Ataxic Cerebral Palsy to support their care, learning and communication needs throughout the school day in line with their specified provision.

### **Knowledge, Skills & Abilities**

- Demonstrate specialist knowledge and skills that are appropriate to providing specialist support to pupils with additional support needs.
- Knowledge and skills to providing specialist support to non-verbal pupils and pupils with Ataxic cerebral Palsy are desirable but training will be provided.
- Experience and knowledge supporting non-verbal pupils with communication devices, signing and/or communication facilitation
- Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g., additional needs, curriculum area), including planning, preparing and delivering learning activities to groups and classes.
- Knowledge at NVQ level 3 plus additional knowledge in specialist areas are desirable, as is the commitment to continuing professional development
- Developed skills for communicating with pupils, including those with additional needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers, and other agencies.
- Use of highly specialised equipment requiring considerable precision, e.g. use of hoists
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.

### **Supervision**

- Works under the direction of the teacher.
- Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.
- Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility.
- May demonstrate own duties to new or less experienced staff.

**Problems, Demands & Decisions**

- Working with individuals or small groups of pupils where work is regularly interrupted, although this does not normally require switching from one activity to another.
- Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management, or through working with pupils with disabilities or behavioural issues.

**Dimensions**

- May handle small amounts of cash for example, when accompanying pupils on school trips.
- May be issued with a laptop where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.
- Responsible for the careful and safe use of equipment, standard ICT equipment.
- Responsible for maintaining confidential pupil records.
- May be responsible for selecting and/or ordering supplies, under direction and in liaison with the business and administration function.

**Physical Effort**

- Usually requires short periods of greater physical effort, such as manoeuvring pupils where necessary or assisting in physical activities.
- When working with pupils with severe physical disabilities or behaviour issues may require regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues. Lonsdale School support pupil behaviour in line with the Therapeutic Thinking approach.
- Assembly and clearing away of equipment; keyboard skills; & mobility aids

**Working Environment**

- Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions.
- Regularly attending to the personal needs of pupils with special needs