



JOB DESCRIPTION

Job Description: Learning Support Officer (LSO)

Reporting To: SEN Team Leader

Pay Scale: 11

Job Purpose:

Working closely with class teachers, providing students with the agreed support to help create and maintain a purposeful and supportive learning environment for all students, particularly helping students overcome barriers to learning, including social, emotional and mental health needs.

Key Responsibilities: Specific

- Under the direction of the class teacher, work with individuals and groups of students to deliver learning programmes, considering SEND additional requirements, to include:
 - clarifying and explaining instructions
 - ensuring students are able to use equipment and materials provided
 - assisting in identified areas, e.g. language, behaviour, reading, spelling, numeracy, handwriting/presentation, the use of ICT, social skills, EAL etc
 - helping students to concentrate on, and finish work set.
 - meeting the physical needs of students as required whilst encouraging independence
 - liaising with the class teacher about individual needs
- Encourage students to interact with others and engage in activities led by the teacher, which may include participating in physical activities with the students.
- Assist with the general pastoral care of students, including helping students who are unwell, distressed or unsettled.
- Help prepare and maintain basic classroom resources and equipment as directed by the class teacher and assist the students in their use.
- Prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate.
- Assist in the production of teaching materials and displays.
- Contribute to the monitoring and assessment of student progress and achievement by providing colleagues with feedback on students, under the guidance of the teacher. This may include providing feedback on student progress in meeting specific targets and participation at annual review meetings/multi-agency meetings as required.
- Provide general clerical support to the teacher (e.g. photocopying, laminating, filing, etc) as required.
- Assist with the supervision of students out of lesson time as necessary for their safety.
- Help plan, prepare and accompany teaching staff and students on visits, trips and out of school activities as required.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/TEAL SLT.

The post holder will be expected to work within TEAL and the schools' policies and procedures and uphold the organisation's values and vision.

The job description is not intended to be a complete list of duties and responsibilities but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of TEAL. The post holder will undertake any other duties appropriate to the remit.

TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.



Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.