

JOB DESCRIPTION

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| POST TITLE: | Learning Support Assistant (LSA) |
| POST RESPONSIBLE TO: | Higher Level LSA |
| INTERVIEW DATE: | TBC |
| START DATE: | ASAP |

JOB PURPOSE

To undertake work/care/support programmes, to enable access to learning for learners with SEN, and to assist the teacher in the management of learners and the classroom, under the instruction/guidance of teaching and senior staff. Work may be carried out in the learning bases or outside the main teaching area, working independently with small groups of students.

DUTIES AND RESPONSIBILITIES

Support for the Learners

- To provide academic mentoring of learners to enable them to make informed, positive choices regarding the curriculum and engagement with employer;
- Supervise and provide support for learners with additional/special educational needs, ensuring their safety and access to learning activities;
- Be aware of and implement the inclusion passport for each learner;
- Establish constructive relationships with learners and interact with them according to their individual needs;
- Promote the inclusion and acceptance of all learners;
- Encourage learners to interact with each other and engage in activities led by the teacher;
- Set challenging and demanding expectations and promote self-esteem and independence;
- Provide feedback to learners in relation to progress and achievement under guidance of the lead teacher.

Support for the Teachers

- Create and maintain purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of learner's work;
- Use strategies, in liaison with the teacher, to support learners to achieve their learning goals;
- Monitor learners' responses to learning activities and accurately record achievement/progress as directed;
- Provide detailed and regular feedback to teachers on learners achievements/progress, problems etc;
- Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour;
- Establish de-escalation routines in line with the behaviour policy of the academy;
- Establish constructive relationships with parents/carers under lead teacher guidance;
- Provide clerical/administrative support to the SEN department, eg, photocopying, filing, coursework administration etc.

Support for the Curriculum

- Support the use of ICT in learning activities and develop the learners' competence and independence in its use;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use;
- Liaise with employer partners where necessary, sharing learner data in an appropriate manner.

Support for the Academy

- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the academy;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Assist with the supervision of learners out of lesson times;
- Accompany teaching staff and learners on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher;
- Participate in training and other learning activities and performance development as required;
- Show a duty of care and take appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times reporting all concerns to an appropriate person;
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
- Acts as a role model to learners and provide guidance and personal support when required.

Pastoral duties:

- To be involved in the pastoral life of the academy, fulfilling mentoring and 'company' pastoral roles in which your status as a role model within the academy is used to raise learners' aspirations and signpost effective personal development opportunities.
- Leading enrichment activities, e.g. small sports activities, music, creative or learning support groups.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification for Learning Assistant

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

| REQUIREMENTS The post holder must be able to demonstrate: | ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS |
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| QUALIFICATIONS | |
| Level 3 Qualification in relevant subject | E |
| GCSE or equivalent qualification in English and Maths at grade C or above | E |
| Degree or equivalent in relevant subject | D |
| EXPERIENCE | |
| Relevant worked based professional experience | E |
| Understanding of behaviour for learning | E |
| Experience, understanding and demonstration of barriers to learning and how to overcome this | E |
| Understanding of what outstanding teaching, learning and assessment strategies look like | D |
| Experience of working with SEN pupils | D |
| Experience of working with a range of partners both in and outside the world of education | D |
| KNOWLEDGE AND SKILLS | |
| Ability to create an ethos which enables all learners to achieve their potential | E |
| To be able to work effectively as a team | E |
| Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders | E |
| Good literacy, numeracy and ICT skills | E |
| An ability to inspire learners in Y10 to Y13 | E |
| Ability to organise, plan and prioritise | E |
| Excellent communication skills | E |
| Knowledge and understanding of current curriculum developments | D |
| Ability to analyse and interpret learner performance data and set targets | D |
| Knowledge and understanding of health and safety and safeguarding | D |

| PERSONAL ATTRIBUTES | |
|--|---|
| A commitment to equal opportunities and a strong belief in inclusive education practices and that learning for all students is supported | E |
| To work under pressure and meet deadlines | E |
| To be able to be led by teaching staff but prepared to challenge practice in order to improve learning outcomes | E |
| Confidentiality and discretion | E |
| A commitment to safeguarding to learners within the academy | E |
| Enthusiasm, optimism and energy | E |
| Ability to organise, plan and prioritise | E |
| Flexibility and adaptability | E |

All offers are subject to clearance of references and enhanced DBS checks

FURTHER PARTICULARS

“We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important.” — **The late Professor Lord Bhattacharyya, Chairman, WMG**

The WMG Academy for Young Engineers

The WMG Academy for Young Engineers Multi-Academy Trust was established in 2014 to provide a revolutionary way of learning for the engineers and digital leaders of the future. Our Trust—comprising academies in Coventry and North Solihull—is built on a unique partnership between the **University of Warwick** and global industry giants such as **Jaguar Land Rover, National Grid, and Rolls-Royce**.

We cater to 13–19-year-olds who are passionate about Engineering, Science, and Digital Technology. Our mission is to produce well-educated, industry-ready learners who possess not only top-tier qualifications but also the professional skills required to dominate the modern workforce.

Our Curriculum & Vision

We offer a bespoke, employer-led curriculum that bridges the gap between the classroom and the boardroom:

- **Key Stage 4:** A core focus on STEM, including Triple Science and Engineering, alongside options like **Computer Science** and Business.
- **Key Stage 5:** A flexible, high-performance pathway including A-Levels, technical qualifications, and the **T-Level in Digital**.
- **Year 9 Foundation:** A themed curriculum designed to spark curiosity and build the technical vocabulary needed for GCSE success.

WMG Academy Coventry: A "Good" School (Ofsted 2022)

Located near the University of Warwick, our Coventry Academy is a hub of innovation.

- **Industry-Standard Facilities:** Our Engineering Hall contains over **£1M of specialist equipment**, supported by three dedicated CAD/CAM suites.
- **Sixth Form Excellence:** Our Post-16 provision consistently ranks at the top of the city's performance tables.
- **Beyond the Classroom:** We offer world-class enrichment, including **F1 in Schools, GreenPower, and the European Space Agency's CanSat project**.

How to Apply

For more information or to arrange a visit, please contact us:

- **Phone:** 02476 464 661
- **Email:** coventryrecruitment@wmgacademy.org.uk