

JOB DESCRIPTION

Job Title:	Learning Support Assistant
Grade:	SET Grade 4
Salary:	SCP 14 – SCP 16
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Senior Leader

Statement of Purpose

To work under the direct instruction of teaching staff, usually within the classroom whilst supporting and liaising with the class teacher and support staff. Provide specific support to the teacher in order to provide differentiated, structured support to the child/small group within class or outside the main teaching area.

Support to Teacher

- Provide structured and pastoral support to a specific child/small group within the school environment.
- Assist child/children in matters of personal needs and their general health including first aid and welfare matters as appropriate.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Address the outcomes set out in the EHCP/s and to provide and initiative with activity setting.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- Assist the teacher with the planning of learning activities to raise expectations for pupils.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Undertake any appropriate administration tasks to support teaching and learning.
- Assist in maintaining an effective learning environment, eg support with displays.

Support to Pupils

- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Assist in maintaining classroom discipline and positive learning attitudes through the implementation of the schools behaviour management strategies and learning strategies.
- Encourage pupils to interact with others and engage in activities led by the teacher. Provide general admin support, for classroom activities e.g. photocopying worksheets for agreed activities etc.
- To achieve the outcomes set out in their Individual Support Plans/EHCPs

Support to Curriculum

- Assist the teacher in the preparation and development of agreed curriculum Activities/materials.
Provide individualised support where needed across all areas of the curriculum, using effective strategies; e.g. scaffolding
To provide specialist support in order that interventions specific to the needs of child/children can be delivered.
- Support the use of ICT and computing skills in learning activities and develop pupils' competence and independence in its use.

Support to School

- Support the supervision of wider school events, eg assemblies and playtime
- Contribute to curriculum planning, evaluation and implementation as appropriate.
- Contribute to development of school policies and procedures by participation in working groups
- Contribute to the development, preparation and dissemination of appropriate materials.
- Provide short-term cover supervision in the absence of the Teacher ensuring pupils can undertake a pre-prepared exercise.
- Provide PPA/Leadership time cover (both the teaching assistant and the SLT to be in agreement with arrangements, and where possible, only HLTAs will provide PPA cover)
- Note and respond to all relevant messages on the staff noticeboard, in staff trays or via email
- Ensure that all accidents and behavioural incidents are properly recorded and reported
- Set high standards of punctuality
- Participate in Personal, Professional Development (PPD) arrangements.
- Participate in arrangements for her/his further training and professional development
- Demonstrate commitment to the full life of the school and to work with all members of staff to ensure the success of whole school initiatives.
- To ensure the children's safety at all times.
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Professional Accountabilities (this list is not exhaustive)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting

all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Ensure a good knowledge of the current Keeping Children Safe in Education document

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	<p>Qualifications / Training</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills. • Completion of DCSF Teacher Assistant Induction Programme or • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • First aid training as appropriate (e.g. emergency first aid course). 	APP/I
	<p>Experience</p> <ul style="list-style-type: none"> • Supporting children’s learning in a school or similar experience in an educational setting 	APP/I
	<p>Knowledge / Skills</p> <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning. • Willing to work towards NVQ Level 3 or recognised equivalent. 	APP/I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. 	APP / I

	<ul style="list-style-type: none"> • Is committed to the provision and improvement of quality service provision. • Is adaptable to change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview
 In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview

SS 03/02/2021