Job Description

Title: Learning Support Assistant Grade: D

Relationships

Responsible to: Principal and the Senior Leadership Team/Classroom Teacher/HLTA/STA's

Responsible for: Sharing good practice and mentoring new Learning Support Assistants volunteers

Important Internal Relationships: Governors, Principal, Teaching and support staff at the school, Pupils

Important External Relationships: Parents, Visitors to the school, Police & Support Agencies, OHCAT

Main Purpose of Job:

- To deliver excellent support for learning under the direction of the teacher.
- To deal with personal care needs of pupils, following laid down school procedures.
- To provide appropriate medical interventions eg First Aid, Emergency medications.
- To follow general instructions and guidance to fully support all teaching and learning activities in the classroom including the competent and regular use of ICT, including a range of communication aids.
- To provide general support to the class teacher in the management and organisation of the pupils and the classroom, creating and maintaining a supportive educational environment.
- To positively support the ethos of the school and be aware of and work within the Code of Conduct, school policies and guidelines at all times.
- To actively participate within the whole school team, develop good relationships and promote harmony in the school.

Main Responsibilities:

- Follow instructions and guidance from class teacher to provide support for pupils, reinforcing their learning and ensuring their understanding.
- To follow the guidelines for individual support, care needs and medical interventions (including but not exclusively gastro feeding, administering drugs) undertaking any required training.
- To ensure pupils are moved according to their written manual handling care plans, raising any concern with the Moving and Handling Advisor.
- To prepare classroom/corridors to the standard as directed by class teacher.
- To engage with pupils during lesson and break times, promoting their independence and communication as outlined in the School's curriculum aims and pupils' Essential Toolkits. Develop positive activities for the pupils and establish constructive relationships with them.
- To encourage pupils to interact and work co-operatively with others and engage in all activities.
- To promote positive values, attitudes and good pupil behaviour in line with the school's policy and encourage pupils to take responsibility for their own actions.
- To promote independence and employ strategies to encourage self-reliance and increased self-esteem.
- To contribute to the health and wellbeing of pupils.
- Make suggestions towards the development and assist in the implementation of Essential toolkits/Behaviour Support Plans and Personal Care and feeding programmes.
- To take part in other curricular activities (including but not exclusively swimming and school trips, loading minibus where appropriate).
- To provide support for multilingual/bilingual pupils.
- To follow written individual therapy programmes under the guidance of the therapists in the school. (Including but not exclusively Physio, SALT, OT and specialist feeding programmes).
- Make observations of pupils' performance and provide regular feedback to the teacher to enable assessment of progress, including P levels and NC levels.
- Liaise with parents and other professionals, maintaining a professional relationship at all times.
- Provide general clerical support to the teacher.

- To have a sound knowledge of ICT to use educational programmes, prepare teaching materials and be able to operate communication devices.
- Attend training as directed and incorporate learning within work, demonstrating good practice to other staff.
- To be responsible for promoting and safeguarding the welfare of children. Reporting any concerns to a senior member of staff.
- Follow the Health and Safety procedures to ensure the safety of pupils and staff.

Other requirements of the post

- Staff are expected to participate in all aspects of the curriculum and school life including but not exclusive to swimming LOTC Activities, Residential (unless exceptional circumstances and/or certified medical reasons are provided to the governing body).
- No annual leave to be taken in term time.
- Reading and being aware of all details in the School Handbook; to understand and follow the principles set out in The Aims of the School and the Code of Conduct e.g. Attendance Procedures, Mobile Phone Statement, Social Media Policy.
- Understanding and working in accordance with Equal Opportunities, Health & Safety and other relevant policies.
- Undertaking other duties as required by the Teacher, which are considered to be commensurate with the job purpose and grading.
- Attending appropriate training.
- Maintaining a professional relationship with other members of the team.
- Sharing the authority's commitment in safeguarding and promoting the welfare of children and young people.
- Maintaining confidentiality at all times.

Training can include:

- Attending all whole school INSET days/twilight sessions.
- Attending Health & Safety training courses related to the role.
- Attending external training courses which relate directly to the role.

Whole school responsibilities

- Participate in the performance management process agreed in school.
- To play a full and active part in the life of the whole school, including outside activities.

Signatures:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed:_____ Date:_____

(Print name: – SLT member)

Signed:_____ Date:_____

(Print n*ame: – Learning Support Assistant)*

LEARNING SUPPORT ASSISTANT PERSON SPECIFICATION (GRADE D)

Candidates will be short listed entirely on the basis of the extent to which they meet the below criteria in their application form. **So please detail any experience you have had which shows how you could meet these requirements when you fill in your application form.** Please ensure that you address every aspect, in turn, and number them under each heading. All elements are essential unless otherwise stated. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. Please ensure that your supporting statement is no more than two sides of typed A4.

Essential	Desirable
Qualifications	
Good numeracy and literacy skills	GCSE grade A – C or equivalent in Literacy and Numeracy
	Makaton or other sign language
	Childcare qualification
	ICT qualification
	Training in relevant learning strategies – literacy, TEACCH
	First Aid qualification
Experience/Knowledge	
Proven successful experience of working or supporting children in an educational setting or in the community	Experience of working with children with autism
Experience of working with children with complex needs	Have an understanding of the importance of lesson planning, Education health and care plans and learning objectives to contribute to learning
Good understanding of child development	Knowledge of Foundation and National Curriculum levels and P levels
Understanding of the importance of the Health and Safety in schools	NVQ or equivalent qualification in relevant area
Understanding of and commitment to work within the scope of the school's equal opportunities policy	
Good ICT Skills	Effective use of ICT to support learning, including a variety of technology equipment
Understanding the importance of safeguarding and a commitment to promoting the welfare of children	
Skills and abilities	
Ability to work constructively as part of a team understanding classroom roles and responsibilities and your own position within those responsibilities.	Ability to provide artistic or creative input
Ability to communicate effectively with a range of people with excellent listening skills and the ability to follow instructions	Able to organise and deliver classroom activities
Well organised and practical, calm under pressure	Able to implement a range of Teaching and Learning strategies
Adaptable and flexible approach to work	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
Willingness and ability to learn new skills in relation to SEN including medical and personal care needs; the ability to evaluate own learning needs and attend any additional training.	Understanding of relevant policies/codes of practice and awareness of relevant legislation
Able to form and maintain a range of Teaching and Learning strategies working in line with the school's positive behaviour strategy	Ability to monitor and record pupil performance
Able to form, relate and maintain appropriate professional relationships and boundaries with children, parents and the wider school community	