



JOB DESCRIPTION

Scale 1C3 (Points 2-6)

**JOB TITLE: 1:1 LEARNING SUPPORT ASSISTANT TO WORK WITH A PUPIL WITH AN EHCP
(Hours as per contract, term time only)**

General Information

Purpose of Job

To work under the direct instruction of teaching/senior staff, to ensure that the identified pupil gains access to the full school curriculum according to their individual needs. Support must be in line with the provisions set out in their Education, Health & Care Plan, the termly targets and provisions which form part of their regularly reviewed EHCP Support Plan, any general strategies outlined in their Pupil Passport and any programmes of learning or therapy set by outside agencies, thus enabling them to progress in relation to their identified outcomes and grow in confidence and independence.

Specific Duties

Support for Pupils

1. Attend to pupils' personal needs, and implement related personal programmes, including learning, social, health, physical, hygiene, first aid and welfare matters.
2. Supervise and provide particular support for the identified pupil, ensuring their safety and access to learning activities.
3. Under the direction of the class teacher, engage the identified pupil in lesson activities in order to support them to achieve the set outcomes (this may be individually or within a small group to promote social interactions and growing independence).
4. Under the direction of the class teacher and/or SENCo or Assistant Manager for SEND & Inclusion, deliver learning and/or therapy programmes set by outside agencies (this may be individually or within a small group to promote social interactions and growing independence).
5. Support, encourage, facilitate or monitor the identified pupil during unstructured times (playtime and/or lunchtime) to ensure that they are engaged in purposeful play which supports the development of their social skills.
6. Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
7. Attend to toileting needs and the clearing up of bodily fluids.
8. Promote the inclusion and acceptance of all pupils.

9. Encourage pupils to interact with others and engage in activities led by the teacher.
10. Encourage pupils to act independently as appropriate.

Support for Teacher and Other Staff

11. Prepare the identified pupil's learning space for each lesson, as directed by the teacher and clear away afterwards.
12. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
13. Be aware of pupil problems/progress/achievement and report to the teacher as agreed.
14. Undertake pupil record keeping as requested and provide detailed and regular feedback to the class teachers and/or SENCo/Assistant Manager for Inclusion on pupils' achievement, progress, problems etc.
15. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
16. Provide clerical/admin support, e.g. photocopying, typing, filing, collecting money etc.
17. Working in close co-operation with other school staff, being part of the school team.
18. Dealing with children who have been sick, (including cleaning up any mess where necessary, if caretaker is off site for any reason).

Support for the Curriculum

19. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses (in line with individual learning/behaviour/personal care programmes and school Provision Mapping).
20. Support pupils in respect of local and national learning strategies, e.g. the national curriculum, literacy, numeracy, phonics, early reading, as directed by the class teacher.
21. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
22. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

23. Be aware of and comply with policies and procedures relating to safeguarding and child protection, health, safety and security, confidentiality and data protection, equal opportunities, SEND & Inclusion, behaviour (including racial harassment, bullying, school rules), first aid and fire evacuation procedures, reporting all concerns to an appropriate person within school.
24. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

25. Contribute to the overall ethos/work/aims of the school.
26. Appreciate and support the role of other professionals.
27. Attend relevant meetings as required.
28. Participate in training and other learning activities and performance development as required.
29. Assist with the supervision of pupils out of lessons, including before and after school and at lunchtimes when required.
30. Accompany teaching staff and pupils on visits, trips and out of school activities as required.
31. Contributing to the happy atmosphere of the school.

Supervision Arrangements

The position will be line-managed by the SENCo and subject to an annual performance review in line with the School's Performance Management Policy.

Line Manager: SENCo

Day to day direction: The class teacher of the class in which the identified pupil is placed

PERSON SPECIFICATION

1:1 LEARNING SUPPORT ASSISTANT TO WORK WITH A PUPIL WITH AN EHCP

The person specification shows the abilities and skills you will need to carry out the duties in the job description. **Applicants must address each point of the person specification sequentially within the statement of suitability within their application. Applications where this has not been fulfilled will not be considered.** Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.** If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Training

1. Hold a full and relevant Level 2 or above qualification in Specialist Teaching & Learning Support, Teaching & Learning Support, Childcare Learning & Development, Teaching Assistant or other equivalent qualification (please note you will need to evidence this with the official certificates).
2. Possess good literacy and numeracy skills, equivalent to at least Basic Skills Level 2/GCSE Grade 'C'/'4' in English and Maths (please note you will need to evidence this with the official certificates).
3. Evidence of recent training in relevant learning strategies or areas of special educational need.

Experience

4. Successful recent experience working with children of relevant age in a learning environment.
5. Experience of working with children who have complex needs e.g. experience in supporting pupils with autism and/or significant speech and language needs.

Abilities, Skills, Knowledge

6. Demonstrate the ability to support access to learning for pupils with complex needs in curriculum lessons including Phonics, Guided Reading, Literacy and Numeracy.
7. Demonstrate the ability to interpret an EHCP, a Support Plan and learning programmes provided by outside agencies.
8. Show a general understanding of the National and Early Years Foundation Stage curriculums and other relevant learning programmes/strategies.
9. Demonstrate the ability to relate well to children and adults.
10. Demonstrate the ability to work constructively as part of a team, understand classroom roles and responsibilities and your own position within these.
11. Demonstrate the ability to use basic technology, such as a computer, iPad, photocopier, digital camera.
12. Demonstrate the ability to undertake basic clerical duties, e.g. photocopying, filing and simple record keeping.
13. Self-reflect on areas for development and participate in development and training opportunities as required.
14. Demonstrate the ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.
15. Be patient and calm by nature.
16. Be firm but fair in matters of discipline.
17. Demonstrate the ability to work as part of a team.