



Job Description EYFS Class LSA with SEN duties (Level 2)



Reports to	Assistant Principal for Inclusion and Middle Leader for the Phase
Job Grade	Scale 3, Level 2
Hours	33.5 hours per week, term time only 8.30 to 15.30 (Monday, Wednesday Thursday and Friday) 8.30 to 16.30 (Tuesday) 30 minutes for lunch (Monday to Friday)
Job Purpose	To work under the direct instruction/guidance of teaching staff to undertake work/care/support programmes, to enable access to learning for pupils with speech and language needs and Autism, and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
Line Management	None
Key Responsibilities:	
Support for Pupils	a) Supervise and provide particular support for pupils with speech and language needs including hearing impairment and/or Autism, ensuring their safety and access to learning activities. b) Assist with the development and implementation of Support Plans and Personal Care programmes. c) Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. d) Supervise and support pupils ensuring their safety and access to learning. Note: This will include break time / lunch time duty during working hours. e) Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs. f) Promote the inclusion and acceptance of all pupils. g) Encourage pupils to interact with others and engage in activities led by the teacher. h) Set challenging and demanding expectations and promote self-esteem and independence. i) Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
Support for Teachers	a) Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. b) Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.

	c) Assist with the planning of learning activities. d) Monitor pupils' responses to learning activities and accurately record achievement/progress as directed by the class teacher and according to school policy on recording and assessment. e) Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc. f) Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. Note: This is a very important part of the LSA's job. Teacher and LSA need to work as a team to ensure effective behaviour management, in and outside the classroom. LSAs must be familiar with the behaviour and anti-bullying policy. Concerns about extreme behaviour must be referred to the SENCo. g) Establish constructive relationships with parents/carers. Note: In the foundation stage/key stage 1 this includes being proactive during 'drop in' sessions. For all LSAs this includes initiating conversations with parents and developing a positive relationship with them. LSAs can give parents feedback on their child's progress/behaviour if it has been agreed with the class teacher/SENCo. Any concerns expressed by parents should always be shared with the class teacher. h) Administer routine tests and invigilate exams and undertake routine marking of pupils' work. i) Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.
Support for the Curriculum	a) Assist in the preparation and development of agreed curriculum activities. b) Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, KS 1/2 and early years, recording achievement and progress and feeding back to the teacher. c) Support the use of ICT in learning activities and develop pupils' competence and independence in its use. d) Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. e) Support pupils to understand instructions.
Support for the School	a) Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns in accordance with the school Safeguarding Policy and Procedures. b) Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop. c) Contribute to the overall ethos/work/aims of the school. Note: All LSAs must have knowledge and understanding of the school's mission statement, aims and objectives and vision. d) Appreciate and support the role of other professionals. Note: All LSAs should have a knowledge and understanding of the role and responsibilities of all staff; this can be clarified with reference to job descriptions and the school's staffing structure. e) Attend relevant meetings as required. Note: LSAs will not be expected to attend meetings outside their working hours. All LSAs are expected to attend three training days. These days will be identified when the dates for the school year are published. f) Participate in training and other learning activities and performance development as required.

	g) Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes. h) Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
General Duties Relevant to All Members of Staff	a) Be familiar with and support the Trust's Vision, Values and Goals; b) Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person, in order to meet the required standards of the role. c) Embrace and celebrate diversity, ensuring equal opportunities for all; d) Contribute to the overall aims of the Trust; e) Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students; and f) Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.
Notes: • This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the school. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed; • The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and • Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.	