

Job Description

Post Title: Learning and Behaviour Assistant

Contract: Permanent, Term-Time Only

Line Manager: Headteacher / Behaviour Manager

Pay Range/Grade: Band 7, SCP11-17

Location: Park Aspire AP Academy

Hours of Work: 34 or 37 hours available

Purpose of the Role:

The Learning Behaviour Assistant will support students in overcoming learning and behavioural barriers within the school environment. Working closely with teachers, SENCO, and other support staff, the assistant will provide both academic and behavioural interventions to promote positive learning outcomes for students, particularly those with Special Educational Needs (SEN), emotional challenges, or disruptive behaviours. The role requires a compassionate, proactive individual who can foster a positive, inclusive learning environment and assist in the implementation of behaviour support strategies.

Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher and senior staff.

Supervisory Responsibilities:

- Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working with.

Key Responsibilities:

Support for Pupils:

- To provide effective behaviour management to pupils within the school.
- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils; making decisions within established working practices and procedures
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

- Will have the ability to cope both physically and emotionally with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils.
- Assist in the management of pupils in the learning environment.
- Will assess and accurately record pupil achievement/progress.
- Will supervise and support pupils consistently at all times; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials including the safety and well-being of the pupils and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this.
- Will support pupils to achieve learning goals e.g. English, Maths, Science as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes and breaks, accompanying teaching staff and pupils on visits, trips and out of school activities.
- Assess and report on individual pupil progress.

Support for the teacher:

- To support the class teacher and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables children to access their learning.
- To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.
- Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support
- Will transfer work and resources back to the teacher and feedback any issues/concerns.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging.
- Support the teacher in establishing, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.

- May be required to supervise whole classes in the short-term absence of the teacher in accordance with short term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task. Teaching will usually be undertaken by cover supervisors or HTLAs.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- In liaison with the class teacher, will establish constructive relationships and communicate with parents/carers, other agencies and professionals to support achievement and progress of pupils.
- Will provide clerical/administrative support as directed by the teacher.
- To ensure detailed records are kept on learner progress and report to the Behaviour Manager/teacher/leadership team/CPOMS.

Support for the School:

- To support Team Teach and Physical Intervention within the school, if and when necessary, and ensure all elements of the Team Teach Framework adheres strictly to its regulatory framework. This includes monitoring and reporting of all incidents within the school in the agreed format.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Make decisions using initiative where appropriate within established working practices.
- Will contribute fully to the overall ethos/work/aims of the school.
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns immediately to the designated officers in line with school policy and procedure.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will take delegated responsibility in the supervision of other Learning & Behaviour Assistants, students on work experience, trainees and voluntary helpers.
- Comply with School's Health and Safety Policy.

Working in Partnerships

- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Take responsibility for agreeing mutual roles, responsibilities and protocols for sharing of information between local agencies, schools, and authorities.



- Take responsibility for liaising closely with senior staff about safeguarding, child protection and identifying risk harm indicators. Keep relevant staff informed and contribute to joint decision making.

Maintaining Professional Competencies

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.
- Provide advice and contribute to specialist training programmes for school staff and local learning mentor networks on social and emotional aspects of care, guidance and behaviour management.
- Take part in annual professional reviews. Draw up Learning Mentor action plan which complements the school and departmental development plans for inclusion and raising standards.

Safeguarding and Compliance:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

Intermediate Threshold Fluency Duty Required:

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
QUALIFICATIONS <ul style="list-style-type: none"> GCSE grade C or above (or equivalent) in Maths and English Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. Team Teach, Moving & Handling, Special Educational Needs and/or particular learning area such as sign language and bi-lingual. Level 3 NVQ for Teaching Assistants or equivalent qualification/experience Other relevant qualifications relating to the post e.g. Level 3 NVQ in Health/Childcare, first aid qualification 	E E D D	Application and Interview
EXPERIENCE <ul style="list-style-type: none"> Experience working in a similar role with children of appropriate age Experience of working with or supporting SEN/D pupils Experience of working in a team situation Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level Experience of monitoring and recording progress of learners Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. 	E E E E E D	Application and Interview
KNOWLEDGE/SKILLS/ABILITIES (Core competencies) <ul style="list-style-type: none"> Working knowledge and experience of implementing relevant learning programmes/ strategies; Able to plan and deliver effective actions for pupils at risk of underachieving Ability to self-evaluate learning needs and actively seek learning opportunities Understanding of child development and learning. Ability to relate well to children and young people Full working knowledge of relevant policies/codes of practice legislation Knowledge of Behaviour Management An understanding of the issues relating to pupils who have SEMH, additional learning needs, more able and special educational needs Ability to relate well to pupils and adults 	E E E E E E E E E	Application and Interview

<ul style="list-style-type: none"> • Demonstrate a commitment to working with Key Stage 1, 2 and 3 children • Maintain confidentiality in matters relating to the school, its pupils, parents or carers • Working knowledge of relevant learning programmes/strategies • Knowledge of Health and Safety requirements 	E E D D	
PERSONAL QUALITIES <ul style="list-style-type: none"> • Have a neat and organised approach to work. • Have a friendly and approachable manner • Be committed to raising standards • Have excellent interpersonal skills • Ability to manage workloads and work calmly under pressure 	E E E E E	Application and Interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /

