

Grading Job Description and Employee Specification

<u>Job Title:</u> Learning Support Assistant	<u>Service Area:</u> Education. Learning & Achievement
<u>Post Number:</u> S4491	<u>Division:</u> Schools
<u>Grade:</u> 4	<u>Section/Team:</u> Baysgarth School
<u>Overall Purpose of Job:</u> To assist in the planning, teaching and assessing of the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher. Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	
<u>Main Responsibilities:</u> 1. Helps individual pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities. 2. Assists with the development and creation of learning materials. 3. Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans. 4. Delivers 1-1 or group support through targeted interventions. 5. Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions. 6. Supervises pupils in small groups or one to one learning activities in school outside of lessons. 7. Supervises pupils at breaks, lunchtimes and at times of transition between lessons and activities, and on arrival at school and before departure. 8. Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participants fully in strategies agreed as part of any pupils individual behaviour plan, including physical interventions. 9. Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupils' welfare and achievements.	

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Knowledge, Skill and Experience:

- Communication skills, including facility with visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline

Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of pupils needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

Contacts and Relationships:

Teachers

Contributes to their planning, teaching and assessing the curriculum – daily

Pupils

Enables access to the planned curriculum and meets personal and social needs – daily

Leadership Group of the School

Takes part in departmental or whole school meetings – weekly

Other Staff

Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers – daily

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<u>Other Professionals</u> Provides information about pupil progress, strategies and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations – weekly <u>Parents</u> Shares information about class activities, pupil progress and family needs – irregularly Shares information about pupil progress with inclusion programmes – weekly	<u>Decision Making:</u> • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous • Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress • Takes action to meet pupil needs as they arise to avoid undue physical or mental stress • Responds appropriately to pupil attempts to communicate needs • Communicates information effectively to teachers, other professionals and parents whenever the need arises
<u>Responsibility for Resources:</u> None	WORK ENVIRONMENT <u>Work Demands:</u> There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary. Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.
<u>Physical Demands:</u> Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home- school transport. When working with small children, sits on and gets up from low chairs and low tables. May be involved in physical interventions with pupils, following LEA-approved Team-	

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Teach techniques. Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.
<u>Working Conditions:</u> Works in classrooms for most part of school day. These can be warm and pupils can be noisy. May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.
<u>Work Context:</u> At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. At risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. At risk of infection when dealing with unwell children.

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Position in Organisation:

Indicate how many staff the post is directly accountable for: **None**

Are posts in more than one location? **There is potential for the postholder to move between Baysgarth and Castledyke schools as part of the Riverview Family Schools Federation. The two sites are both based in Barton-upon-Humber.**

Is the supervision/management shared with another post in the structure? **No**

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POST NUMBER S4491 **JOB TITLE** Learning Support Assistant **HOURS PER WEEK** 30.5 hours per week

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	• Experience of working in a secondary school • Experience of using ICT to support learning • Experience of working with students and staff at all levels, either in 1:1s or small groups • Experience of identifying and planning for children's personal development needs • Experience of delivering literacy and numeracy intervention and/or support programmes • Experience of creating learning resources to support students • Current First Aid at Work certificate recognised by HSE, or willingness to undertake training.	• Experience of working in more than one secondary • School • Experience of supporting students with specific learning needs, such as Autism, Asperger's, Dyslexia, Dyspraxia • Experience of delivering Lexia, Ruth Miskin, Accelerated Reader	• A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R
EDUCATION, TRAINING AND QUALIFICATIONS	• GCSE English or equivalent at grade C or above • GCSE Maths or equivalent at grade C or above	• QTS • Degree	• A, C • A, C

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SKILLS AND KNOWLEDGE	• Good organisational skills • Good interpersonal skills • Commitment to diversity, safeguarding and health and safety • Good verbal and written communication skills • Proficient IT skills • Professional integrity and an ability to maintain the utmost confidentiality • Ability to work under pressure to tight deadlines • Commitment to continuous professional development • Ability to form and maintain appropriate relationships and personal boundaries with children • Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions • Ability to provide high quality customer care, dealing with issues and complaints swiftly and efficiently • Ability to work as part of a team, demonstrating flexibility and interdependence • Ability to solve complex problems and communicate them effectively • Commitment to the school's aims/objectives and ability to articulate this to others		• A, I, R • A, I, R • A, I, R • A, I, R, T • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R
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	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	• Be relentlessly positive • Believe in Baysgarth School and be ambitious for ourselves, our school, our students and our community • Embrace change and be passionate about improvement • Always model the behaviours we expect to see • Demonstrate a growth mindset and encourage it with others • Be consistent and fair; demonstrate exemplary manners at all times with staff, students and stakeholders • Model and demonstrate high standards • Empower staff and students • Believe in teams and foster a spirit of collaboration • Think outside the box and encourage others to do the same • Take risks and support others to do the same • Take responsibility for own professional development and actively seeks to improve performance • Seek out and develop innovative practice • Be resilient and encourage this with colleagues and our students • Be determined to close the gaps between student achievement and potential • Be determined to form strong partnerships to improve		• A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R • A, I, R

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	- provision for students - Have the highest aspirations for the school and our students in terms of behaviour and academic achievement - Celebrate individual and collective success - Have a clear vision for your team - Ability to challenge underperformance and hold others to account		
WORKING ARRANGEMENTS			

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** ☐ **No** ☐
- Political restriction **Yes** ☐ **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:		Date:	
(signed)	(print)		
Manager:		Date:	
(signed)	(print)		

Key: A: Application Form I: Interview R: References T: Tests / Teaching C: Certificates