



Bearwood Primary School

Bearwood Road, Wokingham, RG41 5BB

Tel: 0118 978 4628

Learning Support Assistant

Job Description and Selection Criteria

Responsible to: Team Leader and SENCo

Liases with: Class Teacher, Team Leader and SENCo

Purpose

To support children, parents, teachers, and the whole school community to establish a supportive and nurturing learning environment in which children make rapid academic progress and form habits of excellence.

LSA Role

Support for Pupils

- To develop an understanding of the specific needs of pupil/s to be supported and provide support for learning and playtimes
- Promote independent learning by encouraging children to take responsibility for their own learning and promoting development of self-esteem
- Delivering interventions and programs for groups and individual children where appropriate and as advised by the staff team or external agencies
- In liaison with the class teacher and Head of inclusion, implementing tasks and programs to achieve the outcomes on the pupils' EHCP and SEN Support plan.
- Feeding back to the teacher/SENCO on progress made for all pupils.
- Liaise with the Head of Inclusion and external agencies
- To aid the pupil/s to learn as effectively as possible both in group situations and individually, inside and outside of the classroom. For example:
 - Clarifying and explaining instructions;
 - Ensuring the pupil is able to use necessary equipment;
 - Motivating and encouraging the pupil/s;
 - Assisting in areas of specific weakness, such as speech and language or writing tasks;
 - Helping pupil/s to concentrate on and finish work set;
 - Attending to pupils' personal and health needs;
 - Developing appropriate resources to support the pupil/s;
 - Assisting in the management of pupils' social interactions and behaviour;
 - Delivering programmes as directed by senior staff
- To establish a supportive relationship with the pupil/s concerned;
- Promote acceptance and inclusion of all children in the school, including those with physical, learning and behaviour difficulties
- To manage pupil/s as advised by the SENCo and class teacher;
- To ensure the safety of the pupil/s while in your care;

Support for Teachers

- Be involved in planning and preparation of day to day activities and assist with whole class teaching
- Occasional supervision of the class in the course of short-term absences of teachers and to provide cover for PPA time, focusing on maintaining good behaviour and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision;
- Work with teacher and other professionals to establish an appropriate learning environment;
- Work with the SENCO and teachers to develop and implement SEN Support Plans and resources for identified children
- Plan and undertake direction for one group, 1:1 teaching and interventions and maintain records
- Promote home school partnerships. Liaise sensitively and effectively with parents/carers as agreed with the teacher within the role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Monitor and evaluate pupils' responses to learning activities through observation, recording of achievement and feedback to teacher
- Provide accurate feedback to teacher on pupil progress and other matters ensuring the availability of appropriate evidence in order to assist in future lesson planning, evaluating and adjusting lessons/work plans as appropriate
- To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required;
- Undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress;
- Assist in creating materials for curriculum delivery and display boards. Developing or modifying resources used in class for children to ensure all can access learning
- Administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher;
- Provide general classroom and clerical support e.g. set out prepare, use and tidy equipment, photocopying, filing, receiving and passing money to the school office etc;
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist children to access learning activities through specialist support.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To promote positive values, attitudes and behaviors, acting as a role model and setting high expectations.
- Assist with behavior management anticipating and managing behaviour constructively. Deal promptly with conflict and incidents in line with established policy, promoting self-control and independence and encouraging pupils to manage and take responsibility for their own behavior.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise with outside agencies and implement programs e.g. speech and language therapy, physical therapy.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils
- Attend relevant courses and learning activities in order to update knowledge as required
- Supervise pupils on visits, trips and out of school activities as required.
- To attend staff meetings, Inset and other professionals' meetings as required
- To be a proactive, positive and professional member of the school community

- contributing to the overall ethos/work/aims of the school
- Supervise children in the playgrounds, lunch hall and complete assembly duties as directed.
- To treat all information relating to the children and families as strictly confidential
- Any other duties that the Headteacher or SENCO considers reasonable.

Person Specification: Teaching/Learning Support Assistant

E=Essential D=Desirable

Qualification Criteria

- Maths and English GCSE or equivalent at grade C or above (E)
- NVQ L2 / CACHE L2 or equivalent (E)
- Right to work in UK. (E)
- Qualified to degree level or equivalent (D)

Personal characteristics

- Genuine passion and a belief in the potential of every pupil (E)
- Helpful, positive, calm and caring nature (E)
- Excellent interpersonal skills and ability to establish good working relationships with all stakeholders (E)
- Able to follow instructions accurately but make good judgments and lead when required using own initiative. (E)
- Good sense of humor, adaptable and energetic with a sense of responsibility (E)
- Good listening skills and sensitivity to children's needs

Specific skills

- Knowledge of national curriculum (E)
- Good communication skills, including written and oral (E)
- Good numeracy and literacy skills (E)
- Competent with computers and other technology (E)
- Good administrative and organisational skills (E)
- Able to lead intervention sessions for pupils after receiving comprehensive training (E)
- Able to understand the expected standard of work and implement particular strategies and methods to help pupils to improve their learning and enjoyment of learning (E)
- Able to help implement the necessary routines and patterns to establish good behaviour

management within the school (E)

- Understanding of open-ended questioning and investigative work (D)
- Able to deal with minor incidents, first aid, and the personal health and hygiene of children
- Good questioning, observation and assessment skills (E)
- Understand the importance of confidentiality and discretion. (E)

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils (E)
- Willingness to undertake further professional development (E)
- Experience of working with children (E)
- Willing to occasionally support at school events outside of regular school hours e.g. evening performances or meetings, may include residential trips (E)

This post is subject to an enhanced DBS disclosure.