

Willow Tree Primary School
Job Description
Learning Support Assistant (ARP)

Job title: Teaching Assistant **Ealing GLPC Grade:** 5

School: Willow Tree Primary school – ARP

Line manager: ARP lead

Supervisory responsibility: None

Hours: 33.75 hours per week 8.30am – 4.00pm (45 Minutes lunch)

Main purposes of the job

- To work under the specific supervision, instruction and guidance of the class teacher to support the teaching and learning activities in the classroom with pupils who have Autistic spectrum disorder and/or moderate learning difficulties.
 - To provide general support to the class teacher in the organisation and management of pupils and the classroom ensuring the appropriate support for each pupil dependant on their individual planned needs. On rare occasions or in an emergency, to cover for the teacher for brief periods of time.
 - To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome multi barriers to learning including physical, emotional and behavioural difficulties.
 - To promote the inclusion of all pupils, ensuring they have equal access to opportunities to learn and develop.
 - To support children with integration into lessons in the main school.
 - To be responsible for promoting and safeguarding the welfare of children and young people within the school.
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Main responsibilities and tasks

Support for pupils

1. To have experience of working with pupils' with special educational needs / ASD/ moderate learning difficulties and to be aware of appropriate programmes such as Makaton and Team Teach.
2. To have experience of using teaching and learning aids specific to children with ASD, such as visual timetables, etc.
3. To facilitate the successful integration of pupils with ASD and develop methods to promote and reinforce their confidence and self-esteem.
4. To assist children with effective and supportive integration. To monitor and evaluate effectiveness of integration, supporting the children to fully immerse within the main school environment.
5. Under the specific supervision of the class teacher, to work with individuals and groups of pupils to deliver learning programmes tailored to the child's individual needs.

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6. To identify and respond to pupils' learning needs, providing challenging learning opportunities appropriate to their levels of understanding and helping children to overcome barriers to learning.
7. To monitor and evaluate pupils' responses to the support programme and to liaise, advise and consult with other team members of the team and other professionals supporting the pupil, contributing to pupil reviews.
8. To provide feedback to pupils in relation to their progress and achievement, where appropriate.
9. To recognise that pupils may have communication difficulties and be able to use alternative communication techniques if required.
10. Working closely with other professionals and following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.
11. To provide support for pupils emotional and social needs by encouraging and modelling positive behaviour in line with the school's behaviour policy, and demonstrating high expectations of work and behaviour.
12. To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and/or following a programme for toilet training, or administering prescribed medication under agreed guidance.

Support for the teacher

13. To prepare and maintain basic classroom resources and equipment as directed by the class teacher and assist the pupils in their use during lessons in the Additional Resource Provision, and resources and activities they may need during integration into the main school.
14. To provide regular feedback to teachers and to other professionals on pupils' achievement and progress.
15. To follow carefully devised programmes of individual support.
16. To support class teacher in record keeping, including assessment records, observation notes, learning journey books, integration logs, etc. This may also include uploading and organising photographs as evidence of learning.
17. To positively contribute to and follow behaviour plans for pupils to support learning in the most effective way, engaging in continual analysis of strategies and approaches. To amend approaches as relevant at the time to informed risk assessment.
18. To foster links between home and school and provide information and feedback to the parent/carer where appropriate and agreed under the guidance of the teacher.
19. To provide general administrative support to the teacher, e.g. photocopying, laminating, filing, etc as required.

Support for the school

20. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection reporting all concerns to the appropriate named person.
21. To assist with the supervision of pupils out of lesson time but during the school day, within contracted hours as necessary for their safety.
22. To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child or others.

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- 23. To plan, prepare and accompany teaching staff and pupils on visits, trips and out of school activities within contracted hours as required. This may include home visits on occasions.
- 24. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and those experiencing emotional and behavioural difficulties.
- 25. To attend relevant meetings and participate in training opportunities and professional development as required.
- 26. To attend relevant meetings and participate in relevant training and performance development as required.
- 27. To adhere to school health and safety policy including risk assessment and safety systems.
- 28. To adhere to school policy on equality and diversity

Support for the curriculum

- 29. To assist with the development of basic literacy, numeracy and ICT skills and to support their use in learning activities.
 - 30. To undertake broadly similar duties commensurate with the level of the post as required by the head teacher.
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Signatures – line manager and job holder

Signature of Manager:

Date:

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Signature of post holder:

Date:

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