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| **Job Description** | |
| **Job title:** | **Learning Support Assistant - Primary** |
| **Status:** | **Initially Fixed Term - one year** |
| **Hours:** | **32.5 hours per week**  **8:30 – 3:30 ½ hour lunch** |
| **Working weeks per year:** | **39 weeks per year** |
| **Grade:** | **APT&C Scale 3 point 5 – 6 (£28,521.00 - £28,929.00)**  **Pro-rata £23,085.71 - £23,415.95** |
| **Pro rata:** | **n/a** |
| **Post Start Date:** | **1st September 2025** |
| **All Staff Responsibilities** | * To live our schools ethos and values, demonstrating Mutual Respect, Resilience, Ambition, Compassion and Community. * To value professional development and welcome any training opportunities to develop personal skills and knowledge * To agree to follow the school and Federation policies and procedures. * To build positive relationships with all members of the school community |
| **Main purpose of the role** | * To give general assistance to the teaching staff; both in the classroom and around the school in catering for the educational and social needs of the pupils’. * Support the class teacher in working with specific pupils. * To assist in the support and inclusion of all pupils including SEN pupils * To work with a class, or support for individual or small group of pupils of any ability and in any curriculum area. * To work under guidance helping to safeguard and promote the welfare of children and young people with regard to the Every Child Matters agenda and Area Child Protection Procedures. * To work under guidance helping to safeguard and promote the welfare of children and young people with regard to the Every Child Matters agenda and Working Together to Safeguard Children. |
| **SECTION 1**  **Support & Deliver Learning – Supporting Teachers** | 1. To give general assistance to the teaching staff; both in the classroom and around the school in catering for the educational and social needs of the pupils’.  * Work effectively as part of the Inclusion team and with other teaching staff in addressing the special educational needs of pupils, and contributing in a more general manner to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda – especially SEN annual review meetings.  1. Support and complement the work of other teachers by:  * Preparing resources for the lessons such as differentiated worksheets. * Responding to individual needs by personalising resources for an individual or a small group. * Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils. * Assisting with assessing, recording and reporting (including verbal feedback to teacher and parents) on pupil progress and attainment. N.B. Work should always be marked against set criteria. * Planning with a teacher specific strategies and targets for improvement e.g. engaging with EHCP paperwork and supporting the teacher with review  1. Be familiar with a range of resources suitable for individual or small group needs, and use them to ensure pupil motivation.  * Work with and act upon guidance provided by members of the Inclusion / SEN team, and other professionals such as Speech Therapists and Educational Psychologists. * In accordance with the School’s policies and procedures, report to the appropriate teacher any incidents of disruptive or unacceptable behaviour of pupils that may not be known to the teaching staff. * Liaise with the Inclusion / SEN team and class teachers regarding progress made, problems arising, and any difficulties with accessing work and/or resources. * Be punctual and begin and end withdrawal lessons on time. * Set a good example in terms of personal presentation, attendance and punctuality. * Comply with all school policies – particularly those on child protection, Health and Safety, confidentiality and data protection. * Support members of staff in providing a safe learning environment. * Contribute to the Enrichment Offer as indicated within the School Development Plan, e.g. by assisting on school outings and various activities |
| **Support & Deliver Learning – Supporting Pupils** | 1. Assist in the promotion of development and learning (physical, emotional and behavioural). 2. Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons. 3. Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and use them effectively, e.g.  * Develop pupils’ cognitive skills by reinforcing concepts or terminology or discussing a query raised by a pupil – thus enabling pupils to understand the subject matter and task at hand. * Develop pupils’ problem-solving skills by providing opportunities for developing investigative skills, and encouraging pupils to use a variety of information sources and to seek a range of solutions. * Assist in the development of skills which aid pupils’ learning, e.g. time management. * Give assistance by means of prompts, suggestions and hints to enable the learner to solve the problem/complete the task. * Encourage pupils to explain and understand their thought processes. * Encourage pupils to work independently when appropriate, so they take responsibility more for their own learning and develop greater self-confidence, independence and pride in their own work. * Enable pupils to become effective members of a group by ensuring they understand and follow the roles expected in group situations. * Encourage pupils to build on existing effective relationships in order to share ideas and opinions with peers and adults.  1. Assist in the personal and social care of the pupils e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected. 2. Assist identified pupils on arrival, during movement time and departure from school. 3. Act in accordance with the School’s policies and procedures, in particular those relating to SEN, Child Protection and Disability Discrimination. |
| **Health and Safety** | * Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. * Co-operate with the employer on all issues to do with Health, Safety & Welfare. |
| **Continuing Professional**  **Development** | 1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school. 2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.   3. Use ‘gained time’ by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.  4. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice. |

General

* This job description sets out the duties of the post at the time it was published. The hours and the job description may be modified depending on the needs of the school.
* The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
* Maintain confidentiality at all times.
* To be responsible for supporting Designated Safeguarding Leads in promoting and safeguarding the welfare of children and young persons for whom you will come into contact with.
* To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training and development activities.
* To have due regard to the provision of the Health and Safety at Work legislation in discharging the duties of the post.
* To carry out the duties and responsibilities of the post in compliance with the council and the school’s Equal Opportunities Policy.
* To provide support for colleagues by engaging in continuing personal development and sharing expertise.
* Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads including external deadlines and Ofsted.
* The prioritises for each year will be reviewed against this job description annually through performance management meetings.

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School’s continuing professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Members of staff are allocated duties based on pupil need which is constantly changing.

**Person Specification**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Good level of general education. Nationally recognised NVQ Level 3 Qualification in a similar setting.  Excellent Numeracy/ Literacy skills equivalent to NVQ Level 2 in English and Maths.  Training in relevant learning strategies e.g. Literacy/Maths.  First Aid training required.  Must have undertaken or be willing to undertake a professional training course in behaviour management.  Successful experience of working with children with SEN.  Good working knowledge of ICT to support learning and performance of own role. |
| Experience | Experience of working with children of relevant age in a learning environment.  Working knowledge and experience of implementing national/ foundation stage curriculum and/or KS1 including other relevant learning programmes/ strategies.  Understanding of statutory frameworks relating to teaching.  Experience of working with children with additional needs. Experience of Little Wandle / Mastering Number or other programmes is desirable |
| **Communication** | Written & Verbal | Ability to use clear language to communicate information unambiguously.  Ability to negotiate effectively with adults and children. |
| **Knowledge and Skills** | Behaviour Management | Ability to demonstrate effective implementation of the school’s behaviour and positive management policy  Have highest expectation for all pupils |
| SEN / Inclusion | Ability to demonstrate that you encourage the inclusion of students with language, communication emotional and/or behavioural barriers |
| Curriculum | Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies. |
| Child Development | Good understanding of child development and learning processes. |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Ability to support teacher/practitioner to set up a positive learning environment.  Ability to make a proactive contribution to the work of the team supporting children, their families and carers |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. |
| Team work | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. |
| **Responsibilities** | Organisational skills | Good organisational skills. |
| Time Management | Manages time and prioritises work in an effective and productive manner. Ability to manage own stress and meet deadlines. |
| Creativity | Demonstrate creativity and an ability to resolve problems independently. |
| **General** | Equalities | Understanding of and willingness to promote the Council’s Equal Opportunities policies and the ability to implement these in the classroom. |
| Health & Safety | Good understanding of Health & Safety. |
| Child Protection | Good understanding and effective implementation of child protection procedures |
| Confidentiality/Data Protection | Understand and comply with procedures and legislation relating to confidentiality |
| CPD | Demonstrate a clear commitment to develop and learn in the role.  Ability to effectively evaluate own performance. |
| **Safeguarding and Promoting the Welfare of Children** | Knowledge and understanding of Safeguarding and its importance when working with children. | |

**Cardwell Primary School is committed to safeguarding and protecting the welfare of children and expect all staff to share this commitment. A Disclosure and Barring Service Certificate will be required and a reference from most recent employer.**

**All applicants are subject to strict vetting procedures and will be asked to provide right to work in the UK, DBS and references.**