



## **JOB DESCRIPTION**

### **Learning Support Assistant – Co-op Academy Southfield**

#### **1.0 INTRODUCTION**

The following information is provided to assist staff joining the Trust to understand and appreciate the work content of their post and the role they are to play in the organisation. The post holder will support the teacher in providing safety, health and wellbeing as well as access to learning across all lessons and non-lesson time. They will assist the teacher in the behaviour management of pupils and effective use of resources both within the classroom and across a wide range of other environments throughout the school and community. Formal training will be provided where necessary in specialist strategies, moving and handling, medical interventions, safeguarding, PREVENT, GDPR and Team Teach (de-escalation and physical intervention to support challenging behaviour).

The following points should be noted:

- 1.1 Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- 1.2 This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to services.
- 1.3 This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

#### **2.0 PRIME OBJECTIVES OF POST**

To complement and proactively support the teacher in delivering effective teaching, learning, assessment and recording.

To complement and proactively support the delivery of care, support programmes, interventions and therapies (including feeding, personal hygiene, mental health, physical health and behavioural).

- 2.1 To support the class teacher in the planning and delivery of an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- 2.2 Work within school policies, procedures and code of conduct under the direction and guidance of senior staff and within an agreed system of supervision (and delegation). This will include but is not limited to;

2.2.1 *'Safeguarding and Child Protection Policy'* in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.

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2.2.2 *'Supporting Children with Medical Conditions Policy'* including infection control policies and procedures including Bare Below the Elbows.

2.2.3 Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

### **3.0 REPORTING, SUPERVISION AND ACCOUNTABILITIES**

3.1 To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.

3.2 To be accountable for the support, progress and supervision of students within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures within the scope of the role e.g. raising safeguarding concerns at the earliest opportunity and participation in school/NHS incident reporting protocols.

### **4.0 STAFF MANAGEMENT RESPONSIBILITY**

None.

### **5.0 RESPONSIBILITIES**

#### **5.1 Key Tasks**

5.1.1 Supervise and provide particular support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.

5.1.2 Assist with the implementation of individual students' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including meeting, personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.

5.1.3 Deliver health interventions deemed appropriate to the role according to the Bradford District Achievement Partnership agreed delegated nursing tasks (based on Royal College of Nursing guidance). Refer to Appendix 1.

#### **5.2 General**

5.2.1 Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.

5.2.2 Adopt an adaptable and responsive approach to engage and motivate pupils and promote self-esteem.

5.2.3 Prepare, create and maintain a purposeful, orderly and supportive learning environment to minimise barriers to learning. Take responsibility for the care, storage, preparation,

maintenance and use of equipment, including specialist resources such as communication, sensory, moving and handling, physiotherapy and medical equipment.

- 5.2.4 Ensure familiarity with students' pre-determined learning intentions and the school's evidence recording system in order to proactively and accurately contribute to the assessment of pupil progress. Feedback constructively to students, the teacher and other relevant colleagues.

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- 5.2.5 Promote positive values, attitudes and responsible behaviour. Take full account of individual students' needs and disabilities when responding to challenging behaviour. Ensure full familiarity with student's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at the earliest opportunity. Offer assistance promptly to colleagues whenever needed. Support with physical interventions whenever required following Team Teach training. Report incidents of challenging behaviour in line with the school's policy and reporting systems.
- 5.2.6 Encourage pupils to interact and work cooperatively with others and proactively endeavour to engage all pupils purposefully throughout the day.
- 5.2.7 Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, other professionals, Ofsted representatives and school reviewers.
- 5.2.8 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.
- 5.2.9 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.
- 5.2.10 Support teacher and other senior staff in the use of ICT for recording and reporting purposes e.g. uploading photographs and data input for Evidence for Learning assessment tool.
- 5.2.11 Support pupils out of lesson times, including transport before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the leadership of the teacher.
- 5.2.12 Contribute to Campus life and the overall vision, values and guiding principles of the Campus and Trust.
- 5.2.13 Professionally engage with training courses and opportunities provided either by the school or external providers e.g. NHS organisations, Team Teach, Moving and Handling. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date.
- 5.2.14 Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- 5.2.15 To carry out any other reasonable request as and when required.

## 6.0 PROFESSIONAL EXPECTATIONS OF SUPPORT STAFF

6.1 Put students first and their safety foremost.

6.2 Follow Standard Operating Procedures (e.g. Missing Child Procedure and Emergency Services Procedure) and contribute to their review.

6.3 Work as partners with class teams by taking an active part in team meetings and planning discussions.

6.4 Provide support for classroom colleagues through administrative systems and resources.

6.5 Liaise with parents and other partners as directed by teachers and senior staff.

6.6 Rigorously apply school policies and ensure procedures are followed.

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6.7 Continue to promote learning and development during lunch and break times.

6.8 Participate in your own performance development, identify and address any training needs/other learning activities and monitor performance development through active engagement with your line manager and the Southfield Expertise Framework.

6.9 Contribute to a positive safety culture.

Whilst every endeavour has been made to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities

As business changes, roles will naturally evolve. Job descriptions will be reviewed with jobholders and updated periodically to reflect this.

## Appendix 1: Bradford District Achievement Partnership Agreed Delegate Tasks Learning Support

### Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. Epipens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training, including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP)).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.

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- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) (ask carol e.g ileostomy).
- Catheter care

**Note:** This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document *'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,'* Royal College of Nursing, 2018.