



JOB DESCRIPTION

Learning Support Assistant (Level One) RG2 (SP 3 - 5)

Job Purpose:

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

Main Duties and Responsibilities:

- ✓ To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- ✓ To supervise and support pupils ensuring their safety and access to learning.
- ✓ To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- ✓ To promote the inclusion and acceptance of all pupils.
- ✓ To encourage pupils to interact with others and engage in activities led by the teacher.
- ✓ To encourage pupils to act independently as appropriate.
- ✓ To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work
- ✓ To be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- ✓ To support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- ✓ To provide clerical support e.g. photocopying, typing, filing, collecting money etc.
- ✓ To support pupils to understand instructions.
- ✓ To support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
- ✓ To support pupils in using basic ICT as directed.
- ✓ To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- ✓ To lead and teach small group learning and 1:1 sessions in literacy and numeracy (using planning developed by the school/other party).
- ✓ To keep records of, and mark work completed, during teaching sessions you lead.
- ✓ To keep the teacher and parents (as directed) informed about the progress and achievements of pupils you teach.
- ✓ To contribute towards assessment records and be accountable for the work undertaken with pupils.

- ✓ Support pupils to understand instructions.
- ✓ To lead play activities and supervise pupils at break and lunchtime whether indoors or outside in accordance with the instructions of the Headteacher or Senior Mid-day Supervisory Assistant.
- ✓ To provide positive and firm control by implementing the school discipline/behaviour policy. To encourage play activities.
- ✓ To deal with cases of unruly or unsocial behaviour by pupils as the first point of contact. To resolve issues before pupils return to learning and informing the teacher as necessary. Where appropriate report serious incidents immediately to the Headteacher or his/her nominated representative after a solution has been sought.
- ✓ To mop up and wipe spillage from the floor surfaces or meal tables, and ensure that the dining area, picnic area or any other area used for eating is left in a tidy condition.
- ✓ To administer basic first aid (where appropriate) and record all details in the first aid book.
- ✓ To clean up after sickness of children.
- ✓ To assist the teacher with leading the pupils into class at the end of break and lunchtimes. To check that no pupil remains in outside areas when afternoon lessons are about to begin.
- ✓ To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy.
- ✓ Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
- ✓ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ✓ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- ✓ To contribute to the overall ethos/work/aims of the school.
- ✓ To appreciate and support the role of other professionals.
- ✓ To attend relevant meetings as required.
- ✓ To participate in training and other learning activities and performance development as required.
- ✓ To accompany teaching staff and pupils on visits, trips and out of school activities as required.
- ✓ To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Local Safeguarding Children's Board and the school's safeguarding policy.

Gateway Criteria:

- ✓ To take responsibility for specific areas of playground/specific activities
- ✓ To use a range of strategies to maximise the effect of the teacher during whole class teaching.

- ✓ To be able to work flexibly responding to changing workloads
- ✓ To assist with the supervision of pupils out of lesson times including before and after school and at lunchtimes
- ✓ To begin to deliver learning, care or support predetermined programmes.



PERSON SPECIFICATION

Learning Support Assistant (Level One)
RG2m (SP 3 - 5)

Qualifications/Education/Training:

- ✓ Good Numeracy/literacy skills demonstrated in similar work or basic skills qualification or equivalent.
- ✓ Attainment of a recognised first aid qualification.

Experience:

- ✓ Experience of working with children/young people.

Knowledge, Skills and Abilities:

- ✓ Able to use basic technology – computer, video, photocopier.
- ✓ Ability to relate well to children and adults.
- ✓ Able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- ✓ Good verbal and written communication skills.
- ✓ Ability to meet deadlines.
- ✓ Ability to carry out instructions.
- ✓ To ensure and maintain confidentiality at all times.
- ✓ Willingness to reflect on practice and to develop new skills and participate in development and training opportunities.
- ✓ A cheerful and positive outlook.
- ✓ Patience and ability to remain calm.
- ✓ Ability to behave in a consistent way in order to give clear messages to the children.
- ✓ Ability to establish positive working relationships with adults and children.