

| Learning Support Assistant | |
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| Employer | University of Brighton Academies Trust |
| Location | Academy Based |
| Responsible to | |
| Main purpose of the role | Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing. |
| Grade | Grade 3. |
| Key Responsibilities | |
| 1.0 | Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing. |
| 1.1 | Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide feedback to pupils in relation to progress and achievement. |
| 1.2 | Build highly effective, positive and nurturing relationships with pupils, communicating effectively and sensitively and adapting to individual needs to support learning. |
| 1.3 | Create and maintain a purposeful, stimulating and safe learning environment by organising and managing physical learning environments and resources for groups of pupils or individuals |
| 1.4 | Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils. |
| 1.5 | Implement behaviour management strategies consistently in line with academy policy and procedures. |
| 1.6 | Demonstrate understanding of the needs of all pupils and how to support them. |
| 1.7 | Work collaboratively with classroom teachers and other colleagues to effectively support the learning of all pupils including those with an Education, Health and Care Plan (EHCP) and/or Behaviour Support Plan. |
| 1.8 | Undertake planned supervision of pupils during break and mealtimes in school, on visits and school trips and other out of school activities as required. |
| 1.9 | Promote the wellbeing and safeguarding of pupils, including by providing personal care and administering first aid where required. |
| 2.0 | Other |
| 2.1 | Carry out all activities in such a manner that data protection requirements are met and are in line with the Trust's policies for Safeguarding, Health and Safety, and Equal Opportunities. |
| 2.2 | Participate in professional development activities and performance management activities as required |

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| 2.3 | Undertake other reasonable duties as directed by your line manager |
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This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date:

Additional Information

- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

| Teaching Assistant | | | |
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| Requirement | Criteria | Assessment Method | |
| | | Application | Interview |
| Education and Qualifications | | | |
| Essential | Educated to a minimum of GCSE level in Maths and English at Grades A* - C (or equivalent qualification) or can demonstrate the equivalent practical ability | ✓ | |
| Desirable | NVQ Level 3 for Teaching Assistants/Apprenticeship/STALIS or equivalent or commitment to complete. | ✓ | |
| | Positive Handling qualification e.g. MAPA | ✓ | |
| | Nurture Practitioner Training or another equivalent qualification | ✓ | |
| | Specialist training in disability and learning difficulties | ✓ | |
| Knowledge and Experience | | | |
| Essential | Experience of working with or caring for children, in a domestic or professional capacity | ✓ | |
| | Experience of or willingness to train in order to offer personal care | ✓ | |
| Desirable | Experience of supporting children in a classroom environment including those with special educational needs | ✓ | |
| | Experience of using Information Technology to support pupils repeated below | ✓ | |
| Key Skills and Abilities | | | |
| Essential | Ability to consistently and effectively implement agreed behaviour management strategies | | ✓ |
| | Ability to assist in the recording of lessons and assessment as required by the teacher | | ✓ |
| | Ability to use language and other communication skills that pupils can understand and relate to | | ✓ |
| | Ability to provide constructive feedback to pupils to reinforce self-esteem and resilience | | ✓ |
| | Ability to provide individual attention, reassurance and support with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task | | ✓ |
| | Ability to monitor pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with | | ✓ |

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| | the teacher to achieve the intended learning outcomes | | |
| | Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills | | ✓ |
| | Ability to establish positive relationships with pupils and empathise with their needs | | ✓ |
| | Ability to demonstrate active listening skills | | ✓ |
| | Ability to remain calm under pressure | | ✓ |
| | Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment | | ✓ |
| | IT literate with the ability to learn new software and technology | ✓ | ✓ |
| Desirable | Understanding of the principles of nurture | | ✓ |
| Personal Attributes | | | |
| Essential | Excellent communication skills | | ✓ |
| | Ability to maintain confidentiality on all academy matters | | ✓ |
| | Willingness to participate in further training and developmental opportunities offered by the academy and local authority, to further knowledge | | ✓ |
| | Able to use initiative | | ✓ |