



GARFIELD PRIMARY SCHOOL

JOB DESCRIPTION

Learning Support Assistant

Scale 2

31.5 hours per week; 39 weeks per year

Purpose

To provide care, welfare and support to an individual or group of children by working closely with class teachers to supply effective and appropriate assistance to children in accessing activities and achieving learning goal. Our Learning Support Assistants at Garfield will work with a specific pupil/pupils with an EHCP/special needs and/or work with groups of pupils in a particular class/phase. The role will be allocated according to the needs of the school. Training will be provided where needed. Also to provide general support services to the school, as directed by the Headteacher.

Responsibilities

The Learning Support Assistant is responsible to the Headteacher and works closely with class teachers, Inclusion Leader and other staff in providing appropriate support for the children with whom s/he works to promote their understanding and learning. Every adult in school is expected to promote the success and well-being of every pupil, not just the group/individual with whom s/he is working. In addition the Learning Support Assistants provides other support, including first aid as appropriate and assists with the general day-to-day duties, photocopying etc. and other general support duties as the need arises.

Duties

The post holder will ensure that all duties are undertaken with due regard to the Health and Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and other relevant subordinate legislation.

1. Work as part of a team and assist the class teacher in providing quality education for his/her designated child and other children.
2. Be aware of and support school policies and procedures.
3. Assist with the induction of new pupils.
4. Support an individual child in his/her specific learning needs, throughout the day, as directed by the class teacher. This will include ensuring that the pupil is supported to achieve their ISP targets.
5. Work or play with individuals or small groups of children to assist in the delivery of the planned curriculum, as directed by the class teacher. Ensure the purpose of the activity is clear to you and the children so that learning outcomes can be assessed. Make notes as necessary on the children's response to activities and report relevant information to the teacher.
6. Set up group activities under the guidance of the class teacher. Work with children on practical activities, giving support and encouragement to enable them to achieve the stated learning objectives.

7. Read to and with small groups of children to support them in achieving stated learning objectives.
8. Provide support to individuals and small groups of children in specific areas of the curriculum, e.g. Literacy and Numeracy. Observe and monitor pupils' progress and adapt agreed materials/approaches to their particular needs.
9. Assist the class teacher in the maintenance of records of children's developments and attainments.
10. Assist in the planning, creation and mounting of displays of children's work.
11. Undertake specific administrative/procedural tasks to support the class teacher.
12. Provide support and assistance for children's pastoral needs (e.g. dressing, going to the toilet, changing nappies as required, caring for sick, injured or distressed children).
13. Provide first aid as necessary (training will be given) and administer medication to any identified pupils (training for this will be provided)
14. Report any concerns regarding children's welfare or education to the class teacher.
15. Under the direction of the class teacher, liaise with parents as appropriate, maintaining sensitivity and confidentiality at all times.
16. Assist with the reception and departure of children at the beginning and end of school sessions and contact the school office.
17. Accompany classes and small groups of children on educational visits.
18. Assist with the preparation of resources e.g. photocopying, repairing books, filing work, making games and apparatus.
19. Miscellaneous duties, including doing playground duty, dealing with lost property; assisting with the provision of refreshments for staff and visitors and clearing away plus the distribution of stock.
20. Supervise children at lunchtime, both eating their meals indoors and during play sessions. Control the behaviour of pupils with particular regard to safety and school procedures. All Learning Support Assistants are required to do a lunch duty.
21. Attend appropriate staff meetings/training days as requested.
22. Any other duties required by the class teacher or Headteacher within the scope of this post.

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PERSON SPECIFICATION

These qualities will be assessed from the application form submitted and responses made at interview

JOB TITLE: Learning Support Assistant

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> • 3 GCSEs (Grade A-C) or equivalent including Maths and English • Expected to undertake First Aid training (if not trained already) & provide first aid • Expected to undertake food hygiene training (if not trained already) 	<ul style="list-style-type: none"> • Childcare/ child development course • Current first aid certificate • Food hygiene Certificate
SKILLS	<ul style="list-style-type: none"> • Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents. • Good literacy and numeracy skills • Good ICT skills • Good organisational skills • Ability to keep neat and accurate records. • Ability to work flexibly as part of a team • Ability to show initiative when appropriate. • Clear, legible handwriting 	<ul style="list-style-type: none"> • Basic practical skills e.g. art and craft, needlework.
KNOWLEDGE	<ul style="list-style-type: none"> • Good standard of spoken and written English. • Good English comprehension • Good understanding of the developmental needs of children. • Good understanding of the importance of play • An understanding of potential hazards to children both inside and outside the classroom and an ability to avoid hazardous situations whenever possible. 	<ul style="list-style-type: none"> • Knowledge of Specific needs (for example Autism, Social & Behaviour, and mental health)
EXPERIENCE	<ul style="list-style-type: none"> • Caring, approachable, firm, understanding, consistent, assertive and calm 	<ul style="list-style-type: none"> • Experience of working with primary age children including children with special educational needs and EAL.
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Understanding of safeguarding and issues affecting children e.g. abuse, bullying • Understanding of children's needs. • Understanding and respecting the need for absolute confidentiality • Adaptability and willingness to assist with other aspects of school life. • Willingness to continue to learn and develop and train. 	