



Job Description / Person Specification

Learning Support Assistant (LSA)

Merrow Schools Federation is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Main purpose

- Working in class, to support all children to fully access the teaching and learning.
- At times, you may also be required to work with individual or small groups of children under the guidance of the class teacher and Inclusion Leader to deliver teaching interventions.
- At lunchtime, you will be part of our Midday supervising team, helping children in the dining hall and supervising outdoor play.

Duties and responsibilities

Support for pupil/s

- Support pupil's learning activities, attend to additional learning needs, and help in social development;
- Help with the care and support of pupils ensuring they are looked after and safe in school;
- Contribute to the health and well-being of pupils;
- Establish and maintain relationships with individual pupils and groups;
- Be an effective model for pupil behaviour.

Support for the teacher

- Help with classroom resources and records;
- Contribute to the management of pupils' behaviour at all times;
- Support the school curriculum, especially literacy and numeracy activities;
- Provide support for learning activities;
- Support the use of ICT in the classroom;
- Assist in the maintenance of a safe environment for pupils and staff;
- Support teaching staff or senior colleagues with routine administration.

Support for the school

- Monitor effective working relationships with colleagues and parents;
- Contribute to the maintenance of pupils' safety and security;

Merrow C of E Infant School
Kingfisher Drive, Guildford. GU4 7EA
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Merrow Junior School (formerly Bushy Hill)
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junior@merrowfederation.school
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- Review and develop their own professional practice;
- Recognise confidentiality, child protection procedures, Health & Safety and the policies of the Governing Body and the LA.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The LSA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the LSA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy, or the equivalent 	<ul style="list-style-type: none"> • Certificate or Diploma in Childcare and Education
Experience	<ul style="list-style-type: none"> • Working with young children, perhaps as a parent or voluntary worker (e.g. as a Brownie or Cub leader). 	<ul style="list-style-type: none"> • Being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar. • Working with children with ADHD, supporting emotional awareness, processing language, attention and concentration • Delivery of a structured Phonics scheme
Knowledge and understanding	<ul style="list-style-type: none"> • The needs of young children; • Child development and the ways in which children learn; 	<ul style="list-style-type: none"> • Further professional development or training related to supporting pupils with special educational needs;

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	<ul style="list-style-type: none"> • The roles played by various adults in a child's education; • Questions related to equal opportunities. 	<ul style="list-style-type: none"> • How to support children with special educational needs.
Skills	<ul style="list-style-type: none"> • Help professional staff to achieve their objectives; • Assist children on an individual basis, but also work as a member of a team; • Explain tasks simply and clearly; • Supervise and control children, and adhere to defined standards; • Accept and respond to authority and supervision; • Work with guidance, but under limited supervision; • Liaise and communicate effectively with others; • Demonstrate good organisational skills; • Get involved in professional development, and attend courses; • Display work effectively, and make and maintain basic teaching resources. 	<ul style="list-style-type: none"> • Monitor, record and make basic assessments about individual progress • Suggest alternative ways of helping children if they are unable to understand; • Describe, in simple terms, the process of behaviour management with children; • Identify gaps in their own experience that they need help in filling; • Demonstrate the ability to learn and adapt from past experience; • Use a variety of strategies to support children with complex special educational needs.
Personal characteristics	<ul style="list-style-type: none"> • A calm approach • Maintains confidentiality • Has an empathic nature • Enthusiastic • Ability to adapt to a variety of situations • Demonstrates initiative in the classroom 	

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 08 January 2024

Next review date: 31 March 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

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