

Job Description

Learning Support Assistant

Job Purpose:

- Under the overall direction and control of the Headteacher, to support teachers with their responsibility for the development and education of individual pupils and groups of children across the school. This may include providing general support for whole class learning activities, delivering targeted interventions or supporting individuals or small groups of pupils to accelerate progress to the level that is expected at Shawley.
- Adhere to Shawley Community Primary School policies to meet the care and needs of individual children.
- To provide supervision for pupils at every break and lunchtime, ensuring that children are happy, actively engaged and safe.
- As part of a team and support staff, to actively support and pursue the motto of the school – ‘Together We Thrive’.

Accountability to: Assistant Headteacher (Inclusion) – Kim Harper

Key Accountability – Curriculum Support

- To accelerate progress of pupils in classrooms and group working spaces.
- To plan and deliver interventions for groups or individual children to contribute to accelerating progress, as directed by the Inclusion Leader or Class Teacher.
- To adapt teaching materials to suit the particular requirements of groups of pupils and individual pupils.
- To assist teaching staff in the preparation and adaption of teaching materials as necessary.
- Assist with instruction in the use of specialist equipment and, where appropriate, the correct and safe use of tools and equipment e.g. in cookery and Design Technology.
- Accompany pupils on school visits and support the teacher(s) in planning for the difficulties encountered by pupils in unfamiliar surroundings. The timings of such visits may overrun the school day.
- Help to organise and maintain the school as a learning environment e.g. displays, resource storage.
- To be aware of and contribute to the school's priority targets in the School Development Plan.
- Monitor progress of the children worked with, following the school's Assessment Policy and contribute to future planning.
- Report back to the teacher, and Inclusion Leader, when required on the assessment of pupil learning.
- When required, to play an active role in parts of a lesson, e.g. supporting good behaviours through the use of non-verbal communication, modelling answers and expectations.
- Assist in administering tests when required.
- Reinforce learning objectives in group activities or when working with an individual pupil.

Key Accountability – Pupil Support and support for children with an EHCP

- To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- Support pupils in gaining self-confidence and independence through encouragement and reassurance.
- When required, attend to the personal requirements and physical care required for an individual pupil to be successful in mainstream education. For example, supporting children with medical needs, providing toileting support to pupils as necessary and following advice and implementing specific strategies as advised by external services.
- While encouraging self-help, and independent learning, make sure that the pupil has access to required equipment and materials.
- Attend to a pupil's personal requirements during school visits and be aware of difficulties encountered in unfamiliar surroundings.
- Foster positive learning attitudes and demonstrate the school's values at all times.
- Supporting a pupil in managing their behaviour through a range of strategies.
- Contribute to the assessment and record keeping for individual pupils. For example the assessment of current work and behaviours, Education Health Care Plans, Pastoral Care Plans.

Key Accountability – Break/Lunchtime Support

- To supervise children either inside or outside the school building to ensure that they are safe and happy at all times at break and lunchtime on a daily basis.
- To actively engage with the children at all times, by initiating games (with or without equipment), refereeing games or supporting the children to ensure that they are using equipment safely (e.g. the trim trail).
- To be positioned on a duty as deemed necessary by a member of the Senior Leadership Team.
- Arrive for every duty promptly, ensuring that the children are supervised at all times.
- Praise and reward good behaviour through the application of the school's behaviour policy.
- Use restorative approach when dealing with behaviour choices in accordance to the school's behaviour policy.
- Positively encourage children to eat an adequate amount of food at lunchtime and that if there are any concerns about the amount that a child is eating, these concerns are passed onto the class teacher.
- To have high expectations for the children's manners in the lunch hall. These expectations are communicated in a positive manner, demonstrating the school's values at all times.
- Attending to minor injuries e.g. small cuts and bruises.

Key Accountability – General

- To comply with all aspects of the school's safeguarding procedures.
- Participate in staff development activities on required INSET days.
- Contribute to any multi-disciplinary discussion of the pupil's needs/progress, as required.
- Maintain confidentiality both inside and outside the workplace.
- Understand and implement school policies consistently.
- Be adaptable and responsive to emerging changes within the role e.g. through Government or school based developments.
- To be a pro-active member of the school team.
- To participate positively and professionally in effective relationships with team members.
- Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff.
- Attend LSA meetings as required and stay up to date with all communication through checking the staff noticeboard, emails and pigeon holes on a daily basis.

- Participation in wider school community events outside of core hours may be occasionally required.
- Take an active role in training opportunities.
- Other duties may be called upon at the discretion of the Headteacher, that are commensurate with the grading and designation of the post.

Scope for Impact

The post holder will have the opportunity to play a significant role in contributing to the progress of the children they work with.

These tasks serve to indicate the range of duties and responsibilities involved. It is not exhaustive and it is not intended that every Learning Support Assistant will undertake the full range of tasks all the time.

The post holder will have an annual appraisal meeting with a senior member of staff and is entitled to continuing professional development.

Person Specification

Learning Support Assistant

E = Essential

D = Desirable

| Qualifications | |
|---|---|
| Good standard of general education. | E |
| Minimum grade C English & Maths GCSE or equivalent. | E |
| Level 3 NVQ for Teaching Assistants or equivalent | D |
| Evidence of Continuing Professional Development | D |
| Pediatric First Aid Certificate | D |
| Knowledge | |
| Ability to adapt materials and the environment to meet individual pupils' needs | D |
| Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. | D |
| Knowledge and experience of working within the EYFS framework. | D |
| Understanding of relevant national regulations and guidance. | D |
| Teamworking Skills | |
| Ability to plan collectively. | E |
| Ability to contribute to the raising of achievements and care of pupils through supporting the class teachers. | E |
| Experience | |
| Experience of working with children aged 4 - 11 years. | D |
| Experience of adapting teaching materials to suit individual requirements. | D |
| Experience of working with children with SEND | D |
| Experience of working with children to achieve accelerated progress. | D |
| Experience of working within a team. | D |
| Experience and understanding of multi-agency and partnership working. | D |
| Skills, abilities and personal qualities | |
| Ability to provide and facilitate inclusive, safe and creative play. | E |
| Ability to communicate well with a wide range of groups and individuals. | E |
| Excellent teamworking skills. | E |
| Use common sense. | E |
| Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools. | E |
| Willingness to support pupils with personal care. | E |
| Enthusiasm and an energetic approach to supporting young children. | E |
| Confidence to work with external support services and to implement advice. | E |
| Initiative to pre-empt challenging situations and to identify patterns of triggers. | E |
| Ability to maintain clear and concise records to provide effective feedback to a range of stakeholders. | E |
| Professional, welcoming manner and an obvious sense of pride in your work. | E |
| Caring and sympathetic attitude to children and ability to empathise with their concerns. | E |
| Be a part of our 'can do' culture and demonstrate that you can go 'above and beyond'. | E |
| Believe and contribute to our school motto Together We Thrive' | E |
| Willingness to undertake further professional development | E |
| Ability and skills to manage change and adapt in a changing role | E |
| A passion for the job and enthusiasm to fully participate in whole school life | E |
| Ability to be supportive of colleagues | E |
| An eye for detail and ability to create interesting and inspiring displays. | D |

