# Bear Badge SHIPSTON HIGH SCHOOL

**Job Description**

Note: These are broad descriptions of the types of duties/activities expected at this level, for

illustrative purposes. They are not intended to provide an exhaustive list of duties.

**POST TITLE: Learning Support Assistant - Level 2 (generic)**

**POST LEVEL: F**

**BROAD DESCRIPTION:**

Working under the overall supervision of the responsible teacher, assist and support teaching and learning , working with individuals or groups and assist in providing for general care, safety and welfare of pupils.

**Responsibility for people (other than employees supervised/managed):** The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

**Responsibility for staff:** The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

**Responsibility for budget:** The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

**Responsibility for physical resources:** The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

**TYPICAL TASKS, DUTIES AND RESPONSIBILITIES**

**Curriculum support:**

* Contribute to curriculum planning and evaluation and assist in implementation;
* Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required; Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
* Support and use ICT in learning activities & develop pupils’ competence and independence in its use.

**Support for pupils:**

* Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged;
* Occasional support to whole class for short periods.
* Help pupils to develop communication skills and role play activity;
* Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities;
* Promote independence and development of self-esteem;
* Assist in the personal, social, emotional development of pupils and development of self-esteem;
* Assist with the development and implementation of IEPs/behaviour plans;
* Use specialist skills/ knowledge/ training to provide support in specialist areas;
* Encourage and reinforce positive interactions between pupils working within any behaviour targets set; Identify and report uncharacteristic behaviour patterns;
* Assist with pupil supervision on trips off the premises, under overall guidance of the teacher;
* Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

**Support to teacher:**

* Assist with lesson/activity planning, delivery and evaluation;
* Monitor individual/group achievements of key objectives and provide feedback to the teacher;
* Contribute to pupil assessment through observation and reporting;
* Record information relevant to assessment and review of pupils’ progress;
* Attend IEP and statement review meetings if appropriate;
* Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour;
* Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources;
* Undertake routine and non-routine administrative tasks, e.g. produce worksheets, administer coursework;
* Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.

**QUALIFICATIONS, TRAINING AND LIKELY ABILITIES**

* Ideally educated to degree standard candidates as a minimum will hold a recognised and relevant NVQ level 2 or above qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.
* Minimum GCSE (or equivalent) English and Maths at grades A-C
* Have good communication and listening skills and be able to present information verbally and in writing to others.
* Have experience of Teaching Assistant work.
* Have attended further training on aspects of the curriculum or areas of specific special need.
* Have good level of knowledge and understanding of at least one area of learning (e.g. English, maths, science, etc).
* Understand school’s policies and how they relate to local and national frameworks/policies (e.g. child protection, health and safety, equal opportunities, SEN).
* Can use ICT effectively to support learning and use other technology equipment.
* Can plan own work when required.
* Can transfer theory/training into practice.
* Can solve problems and can exercise initiative and independent action.
* Is pro-active in offering ideas.