

JOB DESCRIPTION

DIRECTORATE: Education	NAME OF SCHOOL: Osmani Primary School
POST TITLE: Learning Support Assistant (Beginner and Intermediate Level)	GRADE: GLPC Scale 3
RESPONSIBLE TO: Headteacher/Deputy Headteacher/SENCO/Inclusion coordinator/Head of Phase/ Class Teacher STAFF SUPERVISED: N/A RESPONSIBLE FOR: N/A	
PURPOSE OF THE JOB: To help pupils, teachers, and the school improve learning and achievement for all pupils. Encourage pupils to be independent learners, keep them safe, and ensure they are included in all school activities.	
ALL LEARNING SUPPORT ASSISTANTS WORK UNDER THE DIRECTION OF THE CLASS TEACHER. MAJOR DUTIES AND RESPONSIBILITIES Main Duties: <ul style="list-style-type: none"> • Work with individual pupils or groups as directed by the teacher, introduce tasks, monitor progress, and use strategies to help with learning. • Help pupils access the curriculum and encourage independent learning. • Observe pupils' performance, give feedback to the teacher, and help keep individual and group records. • Assist in planning and evaluating learning activities for pupils. • Help create a supportive and organised learning environment. • Provide care for pupils' physical needs, like personal care and hygiene. Activities for All Learning Support Assistants <ul style="list-style-type: none"> • <i>Where a LSA is deployed to support an individual or a small group of pupils, the LSA still counts towards the class adult to pupil ratio.</i> 	

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- Help plan teaching and learning.
- Support all learning activities, helping pupils improve these skills.
- Use different methods and resources, including computers, as directed by the teacher or SENCO.
- Run literacy and numeracy catch-up programs, such as Additional Literacy Support (ALS) or Read Write Inc (RWI).
- Help organise the classroom, maintain resources, and support the learning environment.
- Meet regularly with the class teacher or SENCO to discuss student progress and review support.
- Attend meetings with parents and other professionals to discuss student progress.
- Support the school's values and follow all policies, such as health and safety, equal opportunities, and child protection.
- Supervise playground activities, lunch or homework clubs, and after-school clubs.
- Accompany pupils on educational trips and visits.
- Attend training and development sessions that support the school's vision.
- Provide targeted intervention programs with guidance from external professionals like speech therapists or autism specialists.
- Give targeted support to pupils, including those with English as an additional language or special needs.
- Help deliver a differentiated curriculum for children with complex SEND (Special Educational Needs and Disabilities).
- May need to assist SEND pupils during swimming lessons, eg going into the pool if required.

Other Duties:

- Adhere to all school policies.
- Perform any other duties relevant to the grading of the post as directed by the Headteacher.

Professional Characteristics:

- Inspire trust and confidence.
- Work well in a team and engage and motivate pupils and staff.
- Use analytical thinking.

Performance Management:

Performance will be assessed based on the responsibilities listed above within the school's performance management cycle.

Conditions of Service:

The job follows the National Agreement on Pay and Conditions, with additional conditions as agreed by the school governors.

Equal Opportunity:

The job must be done following the school's and council's equal opportunity policies.

Safeguarding Children:

The school is committed to safeguarding and promoting the welfare of children. All staff and volunteers are expected to share this commitment, and the successful candidate will need a DBS clearance.

Person Specification (Skills and Qualities Needed for the Role):

- GCSE English and Maths (Grade C or above) is essential.
- Experience working with SEND children is desirable.
- Ability to work in a team, communicate effectively, and respect confidentiality.
- Ability to support literacy and numeracy development with confidence.

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION RELEVANT TO ALL LEARNING SUPPORT ASSISTANTS**E-Essential****D-Desirable**

1. GCSE English and Maths (C and above or equivalent) **E**
2. Experience of working with SEND children. **D**
3. The ability to work as part of a team. **E**
4. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff. **E**
5. The ability to establish and maintain effective working relationships with teachers and other members of staff. **E**
6. The ability to accept guidance and direction from teachers. **E**
7. The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher. **E**
8. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence. **E**

9. Awareness of how pupils learn and the various factors which affect their learning. **E**
10. Awareness of the need to show respect and value pupils as individuals. **E**
11. An understanding of and commitment to inclusive education. **E**
12. A willingness to undertake paid training in normal contractual hours to develop job-related skills. **E**
13. A sympathetic approach to parents and an understanding of the need for confidentiality. **E**
14. A commitment to the Authority's Equal Opportunities Policy. **E**
15. Be prepared to work throughout the school with any age group. **E**
16. The ability to adapt to differing environments within the school and to the needs of different children. **E**
17. An understanding of, and sympathy with, the aims of the school. **E**
18. Any other excellent academic, artistic or creative experience or skills **(D)**

A willingness to undertake paid training to develop expertise and specialist skills in at least two areas:

- Support for bilingual/multilingual pupils
- Support for pupils with communication and interaction difficulties
- Support for pupils with cognition and learning difficulties
- Support for pupils with behavioural, emotional and social and mental health development needs
- Support for pupils with sensory and/or physical impairment
- Support for the use of information and communication technology in the classroom
- Support for pupils in developing their literacy skills
- Support for pupils in developing their numeracy skills
- Support for pupils on the autistic spectrum.

PERSONAL RESPONSIBILITIES RELEVANT TO ALL LEARNING SUPPORT ASSISTANTS

1. Respect the confidentiality of pupil information and respond sensitively to pupils' needs. **E**
2. Be aware of the particular learning and physical needs of the pupils you support. **E**

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| <ul style="list-style-type: none">3. Actively participate in the school's performance management scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale. E4. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review. E5. Within your contracted hours attend staff meetings, as required. E |
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