

JOB DESCRIPTION

DIRECTORATE:
Education

NAME OF SCHOOL:
Osmani Primary School

POST TITLE:
Learning Support Assistant

GRADE:
Scale 3: 5-6

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 provide support for pupils, the teacher and the school in order to raise standards of achievements for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.

MAJOR DUTIES AND RESPONSIBILITIES

1. To work with the whole class, groups or individual children, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
2. To help pupils to access the full curriculum, at the same time promoting independent learning.
3. To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help maintain individual and group records.
4. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
5. To help prepare and maintain a purposeful, orderly and supportive environment for learning.
6. To provide care with regard to the physical welfare of all pupils e.g personal care and hygiene.

7. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
8. Promote the safeguarding of all pupils in the school.
9. To familiarise with, actively support and comply with all the school's policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour.
10. To support the school's aims and ethos.

JOB ACTIVITIES

1. To contribute to the planning for teaching and learning.
2. To support the teaching of a broad and balanced curriculum.
3. To deliver, under teacher guidance and with teacher planning, a differentiated curriculum for children with complex SEND.
4. To provide structured and targeted intervention programmes under the direction of external professionals, e.g Speech and Language Therapist, Specialist Literacy teacher, Autism specialist teacher.
5. To provide targeted support to individuals and groups, including those pupils with English as an Additional Language or Special Educational Needs.
6. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENCO/EMA Co-ordinator.
7. To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, e.g. Additional Literacy Support (ALS), Early Literacy Support (ELS), Read Write Inc (RWI) and Springboard mathematics in primary schools.
8. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
9. To meet regularly with the class teacher /SENCO/EMA Co-ordinator during contracted hours to discuss children's/students' progress and to plan and review support.
10. To attend formal meetings during contracted hours to discuss children's progress with parents and other professionals as part of the relevant staff group.

11. To plan, risks assess and undertake supervision of playground activities, lunch-time or Homework clubs and after-school clubs as directed by the Headteacher.
12. To undertake care tasks related to children's/students' physical welfare in accordance with LEA guidance and procedures.
13. To accompany children/students and teachers on educational visits and trips.
14. To provide care with regard to the physical welfare of all pupils e.g personal care and hygiene.
15. May be required to accompany pupils with SEND into the pool for swimming lessons, if necessary.
16. To attend professional development meetings and any other designated training which supports the schools' vision and aims.

OTHER DUTIES AND RESPONSIBILITIES

- To ensure all duties and responsibilities are discharged in accordance with the school's health and safety at work policy.
- To undertake any other duties commensurate with the grading of the post as directed by the Headteacher.

PROFESSIONAL CHARACTERISTICS

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people
- demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
 - inspiring trust and confidence,
 - building team commitment,

- engaging and motivating pupils and staff,
- analytical thinking,

PERFORMANCE MANAGEMENT

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the school's performance management cycle.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

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 TEACHING ASSISTANTS

E-Essential

D-Desirable

1. A graduate aspiring to be a teacher **E**
2. GCSE English and Maths (C and above or equivalent) **E**
3. Experience of working with SEND children. **D**
4. The ability to work as part of a team. **E**
5. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff. **E**
6. The ability to establish and maintain effective working relationships with teachers and other members of staff. **E**
7. The ability to accept guidance and direction from teachers. **E**
8. The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher. **E**
9. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence. **E**
10. Awareness of how pupils learn and the various factors which affect their learning. **E**
11. Awareness of the need to show respect and value pupils as individuals. **E**
12. An understanding of and commitment to inclusive education. **E**
13. A willingness to undertake paid training in normal contractual hours to develop job-related skills. **E**
14. A sympathetic approach to parents and an understanding of the need for confidentiality. **E**
15. A commitment to the Authority's Equal Opportunities Policy. **E**
16. Be prepared to work throughout the school with any age group. **E**
17. The ability to adapt to differing environments within the school and to the needs of different children. **E**
18. An understanding of, and sympathy with, the aims of the school. **E**

19. Any other excellent academic, artistic or creative experience or skills **(D)**
20. A willingness to undertake paid training to develop expertise and specialist skills in at least two areas: **E**
- 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 TEACHING 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**
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. **E**
4. Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review. **E**
5. Within your contracted hours attend staff meetings, as required. **E**