

# Job Description

Date of Issue:  
April 2014

Ref:

**HR65**  
ILO

<b>Job Title</b> Learning Support Practitioner L3		<b>Thematic Area</b>	
<b>Post No.</b> ECS63	<b>Grade</b> Band D	<b>Service</b>	<b>Location</b>
<b>Responsible to</b> Head Teacher	<b>Contacts</b>	<b>Persons responsible for:</b> <i>(May be presented in the form of an organisation chart)</i> <b>Attach separate sheet</b>	
		<b>Special conditions</b>	
<b>Working hours</b> 32.5hrs per week TTO		<b>Conditions of Service</b> NJC	

This job description is a guide to the work you will initially be required to undertake. It may be reviewed from time to time to meet changing circumstances.

## Job Summary

To provide classroom support to pupils under the direction of the teacher.

## Your current duties and responsibilities are:-

### 1. Support to Pupils

*\*Participation in the integration of children with special needs into the mainstream.*

Where appropriate taking charge of a group or class in an emergency situation under the direction and control of the Head Teacher, or other designated member of staff, for a period not greater than one working day.

*\*Specialist language support to individuals/ groups where English is not the first language.*

To facilitate the pupils development and skills in the use of resources including IT.

To maintain pupils' interests and motivation.

Assisting pupils with dress/ changing for activities/ personal hygiene.

To support individual/group work across the curriculum to raise levels of achievement.

Care and welfare of pupils to include toileting and feeding as required.

Escorting pupils around school premises/and take home.

*\*Specialist support to pupils in line with a Statement of Special Needs or planned provision. (IEP/ISP)*

### 2. Support to School

Undertake a period of duty during the school lunch break, subject to being given a reasonable rest period (normally not less than ½ hour).

*\*Advise and assist ethnic minority families.*

Support to Head Teacher in the professional development and training of nursery nurse students.

Contact and links with those with parental responsibility during the working day, as part of the normal consultative and educational process.

To contribute to the development of, and maintain school policies and procedures.

*\*Help school to develop more effective communication by acting as an interpreter/providing translations.*

Preparation of rooms, equipment and displays.

Maintain school routine.

To promote high standards of behaviour throughout school in accordance with Discipline and Behaviour Policy.

Support ethos of school.

Maintenance of safe environment.

### 3. **Support to Teachers**

Contact with parents as part of normal consultative and educational process, eg parents evenings.

To deliver pre-planned programmes of work.

Planning and organisation of activities for children and support to teachers in the completion of assessment and other pupil records.

Undertaking duties on a rota basis during mid-morning and mid-afternoon breaks.

To assist the teacher with supervision of pupils on school trips/visits.

Keeping materials and equipment in tidy/safe manner.

Liaison with teachers and other staff to obtain, exchange and record information on pupils in accordance with school policy.

Support the supervision of individuals/groups of pupils.

### 4. **Support with Curriculum**

To contribute to the development of curriculum policies.

To assist in the teaching of the curriculum.

Support to teachers in the assessment and monitoring of pupils, in accordance with school policy.

Contribute to development of school policies and procedures as part of Key Stage team.

To support individual/ group work across the curriculum to raise levels of achievement and to respond appropriately to pupils.

Participation in working groups on curriculum matters.

Contribute to curriculum development as part of training days and at any ongoing review meetings.

Involvement in planning meetings.

Attendance at staff meetings and appropriate training sessions as required.

Repair and maintenance of books and equipment.

Development and preparation of curriculum materials.

### 5. To participate in the operation of the Council's Appraisal Scheme.

6. It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.

7. Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.

8. The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.

# Personnel Specification

**HR66**  
February 2016  
ILO

<b>Job Title</b>	Learning Support Practitioner L3			<b>Directorate</b>	
<b>JE Reference No:</b>	ECS63	<b>Grade</b>	Band D	<b>Service</b>	
<b>Completed By</b>				<b>Date of Issue</b>	

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	<b>Essential</b>	<b>N/A</b>	<b>How identified</b>
<b>1. Qualifications</b>			
<p>What does the job require in the way of: -</p> <p>Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSE's, CIPFA etc. Consider carefully whether these are absolutely necessary.</p>	NVQ Level 3 in Childcare, BETC or NNEB	<input checked="" type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
<b>2. Experience</b>			
<p>What does the job require in the way of: -</p> <p>Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?</p>	<p>Experience of working with Primary/Secondary children</p> <p>Knowledge and understanding of Equal Opportunities</p> <p>Knowledge of Health and Safety issues</p> <p>Knowledge and understanding of the Children Act</p>	<input checked="" type="checkbox"/>	<p>Past employment activity record.</p> <p>Performance in related selection methods, e.g. presentation, group discussion.</p>
<b>3. Training</b>			
<p>What does the job require in the way of: -</p> <p>Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, interpersonal skills. Apprenticeship in a recognised trade. Practical training in the use of specific equipment, word processing etc.</p>	Willing to attend relevant training	<input checked="" type="checkbox"/>	<p>Past training history from application form and records. Selection process by <b>demonstration</b> of ability to display knowledge and skills at the interview.</p>

<b>4. Special Knowledge</b>			
What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?	An understanding of child development and appropriate levels of childcare	┐	Qualifications held and demonstration of knowledge at interview.
<b>5. Circumstances (personal)</b>			
What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.	Ability to work when the school is open (Term Time working) Willingness to work flexibly to meet the requirements of the post	┐	Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.
<b>6. Disposition</b>			
How far does the job require: - Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage. Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail.	Ability to motivate individuals to perform effectively Commitment to working in partnership with parents Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices.	┐	Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc.
<b>7. Practical and Intellectual Skills</b>			
What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?	Able to communicate effectively (orally and in writing) Ability to use IT technology	┐	Performance in related selection process.
<b>8. Legal Requirements</b>			
Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?	Enhanced DBS Check for Regulated Activity	┐	Application form and interview questioning and references.

The remaining sections ARE to be completed by managers AND ARE FOR THE APPLICANT'S INFORMATION only.

## 9. Background Checks

Please ✓ required check(s) referring to Section 9 of Guidance on completing individual sections of the Personnel Specification

The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input checked="" type="checkbox"/>	Only <b>one</b> or <b>none</b> of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input type="checkbox"/>	
	d) Enhanced DBS Check	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	
	Police Vetting Check	<input type="checkbox"/>	This check may also be required in addition to one from (a-f) above
No Check Required	<input type="checkbox"/>		

## 10. Politically Restricted Post

Is this post a "politically restricted post"?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".

## 11. Main Physical Activities/ Requirements of the Post.

Please ✓ if activity requires to be undertaken.

The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities

Lifting / manual handling / client handling	<input type="checkbox"/>	Prolonged standing or sitting	<input checked="" type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input checked="" type="checkbox"/>
Working outdoors	<input checked="" type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input checked="" type="checkbox"/>	Using restraint	<input type="checkbox"/>
Working with children or vulnerable adults	<input type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input checked="" type="checkbox"/>		
Other main physical activities not listed above			

## 12. Safety Critical Posts

A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.

A safety critical post is one that is likely to be exposed to:-

- Noise (e.g. gardeners using mowers and highways road workers)
- Vibration
  - Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)
  - Whole body vibration (e.g. tractor drivers)
- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?

☐ Yes

☒ No

## 13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.
- The employee requires a command of spoken English, to enable the effective performance of the role.

☒ Yes

☐ No

## 14. Sickness Absence and Disability

### Criteria

### How Identified

What does the job require in the way of a satisfactory sickness absence record?

This criteria has been included on this specification for the candidate's information only.

Candidates should have less than 3 absences in the last 6 months or not more than 6 days absence over the 6 months period prior to the closing date of the post. Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

This Information will be only obtained from the successful candidate after conditional offer of employment has been made.

