



Learning Support Assistant

Fixed term contract for SEND support

Job Description

This description is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may change at the discretion of the Headteacher and Senior Leadership team.

Job Purpose:

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning, teaching and assessment to help raise standards of achievement for all students.

Duties and responsibilities:

Under the direction and control of the SENDCo and/or Classroom Teacher:

- To aid the child/ren to learn as effectively as possible both in group situations and on their own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the child/ren is able to use equipment and materials provided
 - Motivating and encouraging the child/ren as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to individual needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the child/ren to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs)/ Educational Health Care Plans (EHCPs), contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
- To establish supportive relationships with the child/ren concerned
- To promote the acceptance and inclusion of the child/ren with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the children's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the children's efforts and develop self-reliance and self-esteem.
- To mark work under the direction of the class teacher
- To support in developing social skills both in and out of the classroom
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of child/ren to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of children, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
- Where appropriate, to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- To be aware of confidential issues linked to home/child/teacher/school
- To contribute towards reviews of the child/rens progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment

- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To be willing to support playground/breaktime/lunchtime supervision as required
- To accompany teacher and children on educational visits

Person specification

Experience, Knowledge & Understanding:

- Experience working with young people is essential
- Have experience and a genuine desire to become part of a committed team and a role model to students.
- Theory and practice of effective teaching and learning in a First School.
- Strategies to maximise progress and achievement for all children.
- Knowledge of phonics essential.
- Equal opportunities and multi-cultural education.

Skills:

- Ability to create a rich and safe learning environment for all students by establishing high expectations, promoting purposeful learning and creating plans based on the Foundation Stage or National Curriculum, schemes of work, and information from the assessment of students learning needs.
- Ability to assess the needs of individual students and accurately record and report their progress.
- Ability to manage groups of children and cope with challenging behaviour.
- Good oral and written communication skills are essential.
- Time management and the ability to prioritise and manage workload effectively in a fast-paced environment.
- Ability to build relationships at all levels within our school.
- Ability to work under pressure and able to meet deadlines.
- Ability to understand and follow policies and procedures.
- Ability to work as part of a team.
- Ability to deal consistently with a wide range of people i.e. students, teachers, support staff and outside agencies.
- Ability to use initiative and common sense.
- Flexible approach to duties.
- Reliability and punctuality.

Qualifications and experience:

- GCSE English and Maths grade A – C
- Some previous experience of being a Learning Support Assistant.
- Relevant Paediatric First Aid qualification (or willing to gain)
- Possess NVQ Level 2 or equivalent (or willing to gain)

A Commitment to:

- An awareness of, and complying with, policies and procedures in relation to Safeguarding, Health and Safety, Confidentiality and Data Protection.
- Contributing to school life and building effective relationships with all members of the school community.
- Undertaking professional development relevant to the post.
- Developing professional skills and knowledge through induction and continuing professional development; undertaking further qualifications if necessary