

Learning Support Assistant - Primary

Job Title: Learning Support Assistant

Grade: Scale 2

Responsible to: Inclusion Manager

Liaises with: Class teachers

Job Purpose and Content

The Learning Support Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in line with the ethos, aims and objectives of the school.

The Class Teacher and Learning Support Assistant work as a team being 'partners' in providing activities for children's learning and supporting their independence as learners.

The Learning Support Assistant works under the direction and control of the headteacher/head of school and inclusion manager, and is supervised at task level, normally by the class teacher.

Principal Responsibilities

1. Support for pupils:

- a) supervise children at arrival/departure and at other designated times in the school environment, usually in the immediate vicinity of the teacher
- b) supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical, emotional, social and educational development as directed by the class teacher
- c) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- d) where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the Educational Visits Policy
- e) promptly report signs of health problems to the class teacher
- f) provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Individual Education Plans
- g) support the complex specific needs of specified pupils – physical, emotional, medical or behavioural
- h) contribute to discussions about the progress of individual children and to record observations
- i) promptly report all safeguarding concerns to the DSL
- j) provide advice and assistance as required to enable pupils to develop basic hygiene skills, supporting pupils in respecting their own and others' needs relating to health and hygiene matters

- k) undertake specific Health and Safety duties relevant to pupil needs (which may include for example, manual handling, restraint, food hygiene and risk assessments)
- l) support pupils during break times including, where appropriate, the development of games and play

2. Support for the teacher(s):

- a) assist the teacher in the organisation of activities, resources and materials
- b) provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
- c) where necessary, correct behaviour to maintain order and discipline
- d) report uncharacteristic behaviour patterns in individuals and incidents of inappropriate behaviour to the class teacher
- e) help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- f) update individual pupil records under the direction of the class teacher
- g) support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school policy, the work of pupils
- h) support pupil(s) access to the curriculum by differentiating instructions and resources and supporting language development/needs, as directed by the class teacher

3. Support for the school:

- a) attend in-service training as required and meetings as required
- b) adhere to the school's policies and procedures
- c) comply with all safeguarding regulations
- d) comply with Health & Safety regulations
- e) comply with the school's requirement for the storage and security of pupil records at all times
- f) maintain confidentiality
- g) take part in the wider life of the school
- h) provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- i) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
- j) promptly report any difficulties in communicating with parents and carers to the class teacher

4. Support for the curriculum

- a) have a knowledge of the teaching and learning objectives identified in the half-term and weekly planning meetings and to play an active part in these meetings subject to working hours
- b) prepare resources in collaboration with the class teacher in order to deliver the planned curriculum effectively
- c) support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- d) obtain accurate and up-to-date information on pupils' achievement, development and specific needs as appropriate
- e) give support as needed to help pupils develop skills in the use of Computing
- f) monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- g) assist in the monitoring and evaluation of the daily teaching and learning programme, through discussions with the class teacher and other members of staff .This may include assisting with the organisation, planning and delivery of intervention programmes.
- h) respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- i) provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- j) learn, develop and deploy appropriate strategies to motivate pupils to participate, collaborate and learn
- k) actively engage in the delivery of the educational work programmes and activities developed in conjunction with the class teacher
- l) assist in the on-going pastoral and academic record of the class by recording observations and discussing these with the class teacher
- m) under the direction of the class teacher help pupils with activities which develop literacy/numeracy skills

5. Arrangements for appraisal of performance:

- a) participate in the school induction and probation processes appropriate to the grade level and, thereafter, the annual performance review process

ADDITIONAL REQUIREMENTS

1. Rise Park Academies have a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role

3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

NAME _____

SIGNATURE _____

DATE _____

London Borough of Havering
Social Care & Learning Directorate
Teaching Assistant – Grade 1, Primary
Model Person Specification

Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact effectively with children	<input type="checkbox"/>		Application & interview
Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner	<input type="checkbox"/>		Application & interview
Ability to understand educational programmes and work to them with reference to a teacher	<input type="checkbox"/>		Application & interview
Ability to work with groups of children and keep them motivated and on task			Application & interview
Awareness of sensitive information and the need for confidentiality			Application & interview
Ability to deal with pupils' physical and emotional needs as well as provide individual support as appropriate	<input type="checkbox"/>		Application & interview
Ability to work as a member of a team and follow the teacher's directions			Application & interview
Ability to demonstrate respect for children and be able to listen to their views			Application & interview
Displays commitment to the protection and safeguarding of children and young people	<input type="checkbox"/>		Application & interview
Knowledge			
A basic understanding of child development and the range of behaviours expected at different ages and stages of development	<input type="checkbox"/>		Application & interview
How to support a child whilst encouraging independence	<input type="checkbox"/>		Application & interview
The importance of planning and evaluation of learning activities	<input type="checkbox"/>		Application & interview
The importance of adults as role models and the importance of this for Learning Support Assistants	<input type="checkbox"/>		Application & interview
Record keeping systems and procedures used within schools	<input type="checkbox"/>		Interview
Schools' Health and Safety, confidentiality and Equal Opportunities policies	<input type="checkbox"/>		Interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding of, children and young people	<input type="checkbox"/>		Application & interview
Qualifications and Experience			
Willingness and motivation to develop own skills and undertake training e.g. the DfES teaching assistant induction programme	<input type="checkbox"/>		Interview
Working towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification		<input type="checkbox"/>	Application
To have worked on a voluntary or paid basis with children		<input type="checkbox"/>	Application & interview