

Job Description

POST:

Learning Support Assistant

ACCOUNTABLE TO:

Class Teacher and Deputy Principal (SENCO)

GRADE:

Scale 2 (3-5) (Outer London)

£26,238 - £27,030 FTE

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies.

LOCATION:

Oasis Academy Pinewood
Thistledene Avenue
RM5 2TX

JOB PURPOSE:

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

The teacher and the Learning Support Assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs – physical, behavioural, medical and emotional.

The Learning Support Assistant works under the direction and supervision of the deputy principal and the relevant class teacher.

SPECIFIC RESPONSIBILITIES:

Support for pupils:

- Support pupils learning activities including additional learning needs and development.
- Help with care and support of pupils.
- Contribute to the health and well being of pupils.
- Establish and maintain relationships with individual pupils and groups.
- Support and lead one to one and group pupil learning activities by promoting independent learning as well as developing their cognitive learning skills. Skills, qualifications or expertise in assisting SEN pupils is essential.

Support for the teacher(s):

- Feedback on progress of pupils to assist teachers in maintaining their records.
- Contribute to the management of pupil behaviour.
- Contribute to and plan learning activities in consultation with the teacher and Senco and linked to pupil EHCPs/IEPs.
- Assist in preparing and maintaining the learning environment.
- Assist in the arrival and departure of pupils to school and lessons and transfer around the school
- Assist in the preparation and layout of materials, equipment and resources in classrooms and teaching spaces
- Assist pupil(s) access to the curriculum by differentiating instructions and resources
- Help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- Support the maintenance of pupil records by providing information to the teacher and recording, in accordance with school and departmental policy, the work of pupils
- Provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies

- Where necessary, support children's behaviour to maintain order and discipline
- Report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher
- Report any safeguarding concerns following school policy and procedure

Support for the school/department:

- attend meetings, including meetings of the school/department/team, where appropriate
- help teachers, therapists and other professionals with assessments, tests and examinations
- share information and expertise, which could benefit other team members in their work
- provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
- 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
- promptly report any difficulties in communicating with parents and carers to the class teacher

Support for the curriculum

- support the curriculum plans and learning programs designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils' development needs
- help pupils with the use of IT and appropriate curriculum software
- obtain accurate and up-to-date information on pupils' achievement, development and specific needs as appropriate
- monitor pupils' responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
- respond to pupils' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-image
- 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

Arrangements for appraisal of performance

Participate in the school induction process and, thereafter, the annual performance review.

Notes

The school expects all staff to be flexible. This means that a learning support assistant can be expected to carry out duties that are not specified in this job description but that are within the scope of the responsibilities of the post.

This job description will be reviewed after one year and any review will include discussion with the postholder.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none">• To have worked on a voluntary or paid basis with children• Willingness and motivation to develop own skills and undertake training (eg the DfES teaching assistant induction programme)• NVQ Level 2 in Teaching Assistant or equivalent qualification	<ul style="list-style-type: none">• NVQ Level 3 in Teaching Assistant or equivalent• Experience in working with children with autism spectrum disorder of SEMH (social, emotional and mental health) difficulties
Skills and Ability	<ul style="list-style-type: none">• Ability to communicate and interact with children and young people• Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner• Ability to understand educational programmes and work to them with reference to a teacher• Ability to work with groups of children and keep them on task and motivated• Awareness of sensitive information and the need for confidentiality• Ability to deal with pupils' physical, medical emotional and behavioural needs as well as provide individual support as appropriate• Ability to work as a member of a team and follow the teacher's directions• Ability to demonstrate respect for children and be able to listen to their views	<ul style="list-style-type: none">• ELSA trained

	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • A basic understanding of child development • An awareness of Child Protection procedures • An understanding of the importance of adults as role models • Understanding of Health and Safety issues • Understanding of equalities issues • Knowledge of different types of SEND 	
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the wellbeing of children and young people • The skills and attitudes needed for working as part of a team • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • A passion for ensuring all children and young people achieve to the best of their abilities • Emotional resilience in working with children with a range of needs and a full commitment to inclusion on all levels • Have a willingness to demonstrate commitment to the values and behaviours of our school and of Oasis 	