**Job Description**

|  |  |
| --- | --- |
| **Job Title** | **Learning Support Assistant** |
| **Grade** | 1c point 2 |
| **Reports to** | Class Teacher, SENDCO, SLT/Head Teacher |
| **Responsible for**  | Other learning assistants/work experience  |
| **Liaison with**  | Teaching staff, support staff, Head Teacher, pupils, parents  |
| **Job Purpose**  | To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and School policies and procedures.  |
| **Head Teacher Accountabilities**  | * Working with individuals or small groups of children under the direction of teaching staff
* Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils’ responses as appropriate.
 |
| **Duties**  | * Attending to the pupil’s personal needs and implement related personal programmes, including social, health and physical hygiene
* Working with the class teacher and SENCO to support the implementation of person centred planning and targets
* Liaising with appropriate external SEND or health professionals to ensure that advice on provision for the child is effectively implemented
* Supervising and supporting the child, ensuring their safety and access to learning
* Encouraging and supporting the child to develop appropriate and increasing levels of independence
* Being aware of the child's problems/progress/achievements and report to the teacher as agreed
* Undertaking record keeping and assessment
* Supporting the teacher in managing pupil behaviour
* Supporting the teacher in the preparation of appropriate resources for SEND pupils
* Supporting in the appropriate lunchtime provision
* Assisting with the supervision of pupils out of lesson times
* Accompanying teaching staff and pupils on visits, trips and out of school activities as required
 |
| **General** |

|  |
| --- |
| * To understand and apply School policies in relation to health, safety and welfare
* Attend relevant training and take responsibility for own development
* Attend relevant School meetings as required
* To respect confidentiality at all times
* To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
* To comply with individual responsibilities, in accordance with the role, for health & safety and Safeguarding in the workplace
* Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy
* The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade. |

 |

**Personal Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **General Heading** | **Detail** | **E = Essential D = Desirable** | **Examples** |
| **Qualifications & Experience**  | Specific experience  | **E**  | Successful experience working with children in a school/early years environment  |
| Qualifications | **D** | Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience |
| Knowledge of relevant policies and procedures | **D**  | Basic knowledge of First Aid and understanding of the School policies & procedures/Paediatric Frist Aid qualified  |
| Literacy | **E**  | Good reading and writing skills (National qualification Grade C or equivalent )  |
| Numeracy | **E**  | Good numeracy skills (National qualification Grade C or equivalent )  |
| Technology | **D**  | Knowledge of basic computing to support learning  |
| **Communication**  | Written  | **D**  | Ability to read, write & understand basic reports  |
| Verbal | **E**  | Ability to communicate information clearly and coherently; ability to listen effectively  |
| Languages | **E**  | Overcome communication barriers with children and adults  |
| Negotiating | **D**  | Consult with children and their families and carers and other adults  |
| **Working with children**  | Behaviour Management  | **E**  | Understand and implement the school’s behaviour management & anti-bullying policy  |
| Child Development  | **E**  | Ability to understand and support children with developmental difficulty or disability  |
| SEND  | **D**  | Good understanding of the school/national curriculum including expectations of English & Maths  |
| Curriculum | **E**  | Good understanding of the general aspect of child development & Early Years Ability to assess progress and performance  |
| Health & Well being | **D** | Understand and support the importance of physical and emotional wellbeing |
| **Working with others**  | Working with partners  | **E**  | Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children  |
| Relationships | **E**  | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults  |
| Team work | **E**  | Ability to work effectively and positively with a range of adults  |