

1:1 Learning Support Assistant

This post is Term Time Only.

Job Description

Reports to: SENCO & Head Teacher

Job Purpose:

- To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them, incorporating targets from outside agencies as appropriate.
- To support the SENCO and teachers across the school as it grows, in particular with support for pupils with specific learning needs.

Principal Contacts:

Main contacts are with pupils, teaching staff, specialist teachers, other professional staff, health officers, parents/carers, other support staff, volunteers. The 1:1 LSA will be expected to work with the Reception classes and KS1 classes initially, supporting teachers and pupils as the school grows to include KS2.

Pupil Support:

- Encouraging pupil development via supported independence, communication skills, play, self-esteem, relationships with others, including pupils with special educational needs of all types
- Ensuring a safe environment including arrangements for visits out of school
- Advance pupil learning in whole-class settings where the assigned teacher is not present
- Clarifying and explaining instructions, which may include visual prompts or actions
- Ensuring the pupil is able to use equipment and materials provided, providing alternative equipment where necessary
- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, whilst also fostering a growth in independence
- Assisting in target areas: communication, sensory development, numeracy and literacy
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support the pupil
- Establishing supportive relationships with the pupil concerned as well as a good working relationship with the parents of the child
- Promoting the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitoring the pupil's response to the learning activities, where appropriate modifying the activities as agreed with the teacher to achieve the intended learning outcomes
- Giving positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem
- When working with a group of pupils, understanding and using group dynamics to promote group effectiveness and support group and individual performance
- Where appropriate, to know and apply positive handling techniques
- Supporting in playground/break time supervision e.g. educational games
- Accompanying teacher and pupils on educational visits

Teacher Support:

- Supporting teaching colleagues to develop other staff and volunteers who support pupils
- Attending meetings with parents and other professionals to discuss pupils including SEN reviews
- Contributing significantly to the assessment of pupils
- Assisting in the organisation of the learning environment including visits
- Supporting the implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Helping to maintain a safe environment for pupils, staff and visitors to the school
- Undertaking appropriate administrative tasks
- Using assessment information for future planning and target setting for individuals or groups of pupils
- Using ICT to support and advance pupils' learning and own learning
- Liaising with class teacher, SENCO and other professionals about EHCPs (Education Health Care Plans), contributing to the planning and delivery as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENCO
- Marking pupils' work under the direction of the class teacher
- Under the direction of the teacher, carrying out and reporting on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher can make judgements about their stage of development
- Knowing and applying school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- Contributing to Pupil Progress Reviews as appropriate

Curriculum Support:

- Applying considerable depth of knowledge and understanding of the EYFS (revised) and KS1/2 curricula, in supporting pupils' learning and development
- Being involved in whole school activities such as policy development
- Assisting in the introduction to the lesson and interacting with the teacher and pupils as required
- Contributing effectively to the selection and preparation of teaching resources

School Service Support:

- Working within school policies and procedures
- Supporting the ethos of RHS
- Attending staff meetings, where appropriate and relevant, and other activities held outside normal school hours, but not beyond total working week.

Person Specification

Qualifications and Training:

- A qualification in English literacy and Mathematics/Numeracy equivalent to GCSE Grade A-C
- NVQ Level 3 qualification (desirable)
- 2 years' relevant experience ideally within a school-based setting

Work related personal requirements:

- Excellent interpersonal skills
- Actively enjoys working with children and has empathy with pupils and is sympathetic to their needs
- Professionally discreet and able to respect confidentiality
- Flexible approach to tasks as required in a new and growing Free School
- Sensitive and effective approach towards pupil discipline
- Confident and able to use own initiative
- Willing to seek help when required
- A clear CRB(E) check will be required as part of our commitment to safeguarding

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.