

Learning Support Assistant

This post is Term Time Only.

Job Description

Reports to: SENCO & Head Teacher

Job Purpose

- To work in Reception and Key Stage 1, including while teachers have time out of the classroom for planning, preparation and assessment.
- 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 HLTA will be expected to work with the Reception classes initially, supporting teachers and pupils as the school grows to include KS1/2.

Pupil Support:

- Encourage pupil development via supported independence, communication skills, play, self-esteem, relationships with others, including pupils with special educational needs of all types
- Ensure safe environment including arrangements for visits out of school
- Advance pupil learning in whole-class settings where the assigned teacher is not present

Teacher Support:

- Support teaching colleagues to develop other staff and volunteers who support pupils
- Attend meetings with parents and other professionals to discuss pupils including SEN reviews
- Contribute significantly to the assessment of pupils
- Assist in the organisation of the learning environment including visits
- Support the implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Help maintain a safe environment for pupils, staff and visitors to the school
- Undertake appropriate administrative tasks
- Use assessment information for future planning and target setting for individuals or groups of pupils
- Use ICT to support and advance pupils' learning and own learning

Curriculum Support:

- Apply considerable depth of knowledge and understanding of the EYFS (revised) and KS1/2 curricula, in supporting pupils' learning and development
- Have high expectations of all pupils and promote and reinforce pupils' self esteem and well-being
- Be involved in whole school activities such as policy development
- Assist in the introduction to the lesson and interact with the teacher and pupils as required
- Support pupils' learning as directed, in context of fostering independence and self-esteem
- To support the school in enabling all pupils to access the curriculum
- Planning of lessons within a framework provide by class teachers
- Contribute effectively to the selection and preparation of teaching resources

School Service Support:

- Liaise with and support parents/carers, sharing and providing information relevant to the role
- Model good practice and contribute to the planning and delivery of INSET to TAs
- To work within school policies and procedures
- Support the ethos of RHS as a new Free School
- Attend staff meetings, where appropriate and relevant, and other activities held outside normal hool hours, but not beyond total working week.
- To participate in home visits as may be deemed appropriate and necessary
- Model good practice and contribute to the planning and delivery of INSET to others
- To have a role in presenting information to parents or groups of parents, using information to reflect and question current practice
- Support the development of TAs

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
- Has achieved or is working towards formal recognition of competence against the HLTA professional standards via:
 - The formal assessment route or
 - Following an approved 50 day training course

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