

Muswell Hill Primary School

Job Description

Learning Support Assistant

Scale 4

Responsible to: Headteacher/Deputy/SENCO/Classteacher

The main purpose of the job is to

- Support pupils in class, some of whom may have Special Educational Needs, in a group or on a one-to-one basis.
- To assist the class teacher in their duties in the delivery of the curriculum.

Main Duties and Responsibilities

1. Support for Pupils

- (a) To encourage acceptance and inclusion of pupils with special needs;
- (b) To actively encourage the development of pupils' independence skills;
- (c) To gain experience of working with a range of learning needs;
- (d) To develop an understanding of the specific needs of the pupils to be supported;
- (e) To aid effective learning through working with individuals or groups of pupils. For example by:
 - clarifying and explaining instructions
 - ensuring pupils are able to use equipment and materials provided
 - motivating and encouraging pupils as required
 - assisting in priority areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation as appropriate
 - meeting physical/medical needs as required, including support at playtime/ lunchtime when necessary/toileting
 - liaising with class teacher and SENCO about Individual Education Plans (IEPs)
 - developing appropriate resources to support pupils
- (f) To establish a supportive relationship with pupils
- (g) To develop methods of promoting/reinforcing pupils' self-esteem.

2. Support for Teachers

- (a) To assist the class teacher/SENCO in the development and implementation of suitable programmes for pupils who need learning support.
- (b) In conjunction with the class teacher and SENCO/co-ordinators to develop and maintain a system of recording pupils' progress;
- (c) To provide regular feedback about the pupils to the teacher;
- (d) To assist with the preparation and organization of materials/equipment;
- (e) To help with displays

3. Support for the School

- (a) To liaise and consult with other members of the team supporting pupils;
- (b) To contribute to reviews of pupils' progress, as appropriate;
- (c) To attend in-service training as directed;
- (d) To be aware of school procedures/policies;
- (e) To be aware of confidential issues linked to home/pupil/teacher/school and to keep confidences appropriately;
- (f) To carry out other tasks as requested by the Headteacher/Deputy/SENCO consistent with duties for the post;
- (g) To do regular playtime duties.

4. Support with the Curriculum

- (a) To actively engage in the curriculum content of lessons by
 - being involved in weekly meetings;
 - being involved at the planning stage on a regular basis with the classteacher;
 - helping with differentiation of content;
 - providing the teacher with feedback.
- (b) To foster the inclusion and achievement of pupils with a broad and balanced curriculum, including the National Curriculum and the Foundation Stage;
- (c) To manage small groups of pupils or individual pupils in learning activities;
- (d) To attend curriculum focused in-service training as required;

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Candidate Specification

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1. A knowledge of the British Education System
2. Competence in written English, able to read instructions, letters, reports on pupils etc.
3. Competence in Literacy sufficient to support pupils in learning activities.
4. Basic numeracy in order to support pupils in learning activities.
5. Ability to use personal skills for the benefit of children, including basic cookery, needlework craftwork, making/preparing basic learning materials.
6. Ability to relate to young children, including pupils from black and ethnic minority groups, bilingual pupils and those whose home language is other than English.
7. Ability to communicate and collaborate effectively with adults, including teachers and parents/carers.
8. Sympathetic to the needs and ethos of the school and willing to meet the pastoral needs of all pupils.
9. Understanding of, and commitment to equal opportunities in relation to pupils and parents and an understanding of the education and welfare needs of all children
10. Ability to work across the primary age range (4-11 years)
11. Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people
12. Displays commitment to the protection and safeguarding of children and young people

