

Job Description

One to One Learning Support Assistant (Level 2)

Purpose of Role

To work under the direct instruction/guidance of teaching staff/ SENCO /Inclusion Manager to enable access to learning for an individual pupil with special educational needs. Work may be carried out in the classroom or outside the main teaching area.

Responsible to: Inclusion Manager

Support for Key Pupil

- To supervise the pupil within the primary setting.
- To support and implement behaviour management strategies and relevant behaviour plans.
- To develop a positive relationship with the pupil.
- To model and reinforce appropriate behaviour and social interaction with the pupil.
- To keep the pupil on task.
- Use effective home/school communication.
- Follow a dedicated learning programme and be responsible for monitoring progress against targets.
- Provide regular feedback to the SENCO and/or Inclusion Manager on the progress of the pupil

Support for Other Pupils

- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support for Teachers

- To prepare work and activities designed for the pupil.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers – feeding back to them on a daily basis.

- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/administrative support, e.g. photocopying, typing, filing, collecting money etc.

Support for the Curriculum

- Set up, maintain and follow a visual timetable with the pupil.
- Assist in the preparation and development of agreed curriculum activities.
- Undertake programmes linked to local and national learning strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

Person specification	
A minimum of two years' experience of working with relevant age groups within a learning environment	Essential
A minimum of one years' experience of working with pupils with special educational needs	Essential
Good numeracy and literacy skills	Essential
Experience and knowledge of working with a child with Autism Spectrum Disorder	Essential
To have strategies to support the communication and learning of children with Autism Spectrum Disorder	Essential
Able to work constructively as part of a team, understanding classroom roles and responsibilities	Essential
Able to use basic technology – computer, camera, photocopier	Essential
Ability to relate well to children and adults	Essential
Ability/experience of a variety of behavioural management strategies	Essential
To be able to stay calm and patient when dealing with stressful situations	Essential
To be able to provide strategies to help with social and emotional support	Essential
To be able to use a range of strategies and skills to manage challenging behaviour	Essential
To be able to use positive strategies to help the child develop a good attitude	Essential

towards learning	
Completion of Teaching Assistant Induction Programme or similar	Preferred
Able to be flexible, willing to change routines and strategies at short notice	Preferred
Willingness to attend training and implement new strategies e.g. Signalong	Preferred
Appropriate knowledge of first aid	Preferred

Frays Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.