



## CHERRY LANE PRIMARY SCHOOL

### JOB DESCRIPTION

<b>Job Title:</b>	<b>LEARNING SUPPORT ASSISTANT (for SRP pupils)</b>
<b>Grade:</b>	Scale 3
<b>Line Managed by:</b>	SRP Manager
<b>Responsible to:</b>	The Headteacher
<b>Contract:</b>	Permanent
<b>Hours:</b>	30 Hours per week(Term Time only) Monday – Friday 08:30 – 15:30

#### **PURPOSE OF THE JOB:**

To work under the instruction and guidance of teaching and SRP manager to undertake a support program, to enable access to learning for pupils within a Special Resource Provision learning environment. Learning will be carried out both inside and outside the classroom.

#### **MAIN DUTIES**

##### **Teaching and Learning Support:**

- To be an active and effective member of the SRP team.
- Support learning for pupils placed in the provision, under the direction of the SRP manager or class/subject teacher.
- Develop a good understanding of the specific needs of pupils placed in the specialist resourced provision, including their individual targets.
- Support the learning of pupils in the provision and their mainstream classrooms so that they improve in independence, progress and attainment.
- Help pupils develop their personal, emotional, and social skills, implementing behaviour support plans and delivering pastoral care as agreed with the SRP team.
- Develop supportive relationships with pupils and individualised approaches.
- Maintain an appropriate learning environment to meet the needs of pupils placed in the SRP.
- Support the production and organisation of resources within the SRP in order to

promote quality and independent learning

- Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.
- Provide supportive feedback to pupils under the guidance of the SRP manager or teacher.
- Promote the inclusion and acceptance of the 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.
- Support SRP pupils during play time and other unstructured times. This may be in the main playground or SRP play area depending on specific SRP pupils' needs.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Attend to pupil's needs and implement related personal programmes including: social, health, physical, hygiene, first aid and welfare matters as appropriate.

**Support for Teachers:**

- Have knowledge and/or experience of the EYFS/KS1/KS2 curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve their outcomes
- Assist with the planning and implementation of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers/SPR manager on pupils' achievement, progress, problems etc
- Establish positive and constructive relationships with parents and carers
- Carry out observations and assessments of children
- Support children and groups within the environment including taking small groups – e.g. phonics, circle times and focused activity learning
- Duties may include helping with toileting and changing as the need arises
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 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.
- In conjunction with the teacher or SRP manager, collate and report information to and from parents/carers and attend pupil's annual reviews.
- Provide clerical/admin support for learning e.g. photocopying, word processing

**Support for Children**

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils
- Provide individualised support for pupils with special needs, ensuring their safety and access to learning activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher / SRP manager

**Support for the Curriculum:**

- Undertake structured and agreed learning activities/teaching programs, adjusting activities according to pupil responses
- Undertake programs of intervention, recording achievement and progress and feeding back to the teacher / SRP manager

- 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
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

**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.
- Undertake training and CPD as required
- 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.
- Attend and participate in relevant meetings as required.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required.

## PERSON SPECIFICATION

Essential Criteria	Essential Criteria	Desirable Criteria	How identified
<b>QUALIFICATIONS &amp; EXPERIENCE</b>	<p>NVQ Level 3 for Teaching Assistants or similar</p> <p>At least one year experience of working with SEN or Autism</p> <p>Experience of working with children in a Primary School setting.</p>	<p>A qualification in ASD or experience in supporting children with Autistic Spectrum Disorder.</p> <p>Training in relevant ASD learning strategies.</p> <p>First aid training</p>	Application Form & Selection Process
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<p>Ability to work constructively as part of a team, understanding classroom roles and responsibilities.</p> <p>Ability to relate well to children, parents and all professionals</p> <p>General knowledge of child development and welfare</p> <p>The ability to communicate well in both verbal and written format with a good level of literacy and numeracy.</p> <p>Ability to use basic technology – eg. computer, video, photocopier.</p> <p>Can demonstrate an understanding of the importance of safeguarding.</p>	Effective use of ICT to support learning	Application Form & Selection Process
<b>PERSONAL ATTRIBUTES</b>	<p>Can demonstrate a caring and supportive attitude towards children and families.</p> <p>Discreet and sensitive approach</p> <p>A professional approach to</p>	A sense of drive and ambition	Application Form & Selection Process

	all aspects of school life A calm manner Excellent time management skills and reliability		
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**Cherry Lane School actively promotes the following:**

- Commitment to equal opportunities
- Commitment to safeguarding and promoting the welfare of children
- Celebrating cultural and religious diversity
- Awareness of confidential nature of the role
- We operate a non-smoking policy

**This Authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**