



CHERRY LANE PRIMARY SCHOOL JOB DESCRIPTION

Job Title:	Classroom LSA
Grade:	Scale 3 (points 5 to 6)
Line Managed by:	Deputy Headteacher
Responsible to:	The Headteacher
Hours:	30 Hours (Term Time only) Monday to Friday 08:30 – 15:30

PURPOSE OF THE JOB:

Deliver a complementary service to supporting teaching in the classroom. Provide a flexible approach as a classroom Learning Support Assistant supporting and helping the teacher and children. Addressing the needs of pupils who need particular help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential and to enable the school to raise standards of achievement, improve attendance and raise standards of behaviour.

MAIN DUTIES

Support for Pupils:

- Supervise and support pupils ensuring their safety and access to learning.
- Deliver tailored learning activities as devised by the teacher, either in a small group setting or on a one-to-one basis
- Ensuring that any pupils they support can engage in learning and stay on task during the lesson or activity
- Supporting the social and emotional development of students, raising any concerns as per the school's policy and protocols
- Managing challenging behaviour
- 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.

- Assist with the development and implementation of Individual Education / Behaviour Plans and Personal Care programmes.
- Supervise and provide particular support for pupils, including those with special needs, nappy changing and ensuring their safety and access to learning activities.
- Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.

Support for Teachers:

- 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 and set up resources daily.
- 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.
- Administer routine tests and undertake routine marking of pupils' work.
- Provide clerical/administrative support e.g. photocopying, word processing, filing, collecting money etc.

Support for the Curriculum:

- Assist in the preparation and development of agreed curriculum activities.
Undertake programmes linked to local and national learning strategies e.g. literacy and numeracy, recording achievement and progress and feeding back to the teacher
- 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.
- 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

Essential Criteria	Essential Criteria	Desirable Criteria	How identified
QUALIFICATIONS	NVQ3 for teaching Assistants or equivalent		Application Form & Selection Process
KNOWLEDGE & UNDERSTANDING	<p>Experience of working within a primary school setting</p> <p>Ability to relate well to children, parents and all professionals</p> <p>General knowledge of child development and welfare</p> <p>Good communication skills</p> <p>Effective use of ICT to support learning</p> <p>Ability to use basic technology</p>	<p>Working knowledge of relevant policies / codes of practice / legislation</p> <p>General understanding of national / early years curriculum and other basic learning programmes / strategies</p> <p>Ability to work constructively as part of a team</p> <p>Good interpersonal skills</p> <p>First aid training</p>	Application Form & Selection Process
PERSONAL ATTRIBUTES	<p>Enthusiastic and energetic attitude</p> <p>Discreet and sensitive approach</p> <p>A professional approach to all aspects of school life</p> <p>A calm manner</p> <p>Excellent time management skills</p>	A sense of drive and ambition	Application Form & Selection Process

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.