

**Learning Support and Inclusion Assistant**

**Job Profile / Person Specification**

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| **Job Title :** | Learning Support and Inclusion Assistant |
| **Main Job Purpose :** | To assist in the support and inclusion of students with social, emotional and mental health needs in the school’s alternative provision, working under the instruction and guidance of the teachers and centre manager to enable student’s access to learning and contribute to the happiness, achievement and limitless aspiration of each student. |
| **Accountable to:** | Deputy Headteacher (Inclusion) |

| **Main Duties** | |
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| **1.** | **Supporting students learning, either in groups or through 1:1 work.** The exact tasks will depend on the learning support needs of the student/s but may include:   * Supporting the development of skills in literacy, numeracy, communication and social and behavioural needs. * Differentiating work for individual students to suit their ability. * Using knowledge of students learning support needs to suggest appropriate adjustments to lesson plans to Teachers. * Clarifying and explaining instructions. * Ensuring students are able to use equipment and materials provided. * Motivating and supporting students. * Helping students to concentrate on and finish work set. * Meeting physical needs as required while promoting independence. * Developing appropriate resources to support students. |
| **2.** | **Supporting students’ self-esteem, inclusion and behavioural development, e.g.**   * Encouraging an acceptance and inclusion of the student with additional needs. * Providing individual supervision in and out of the classroom for students with behavioural problems. * Establishing a supportive relationship with students. * Reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site. * Supervising students on outings, school activities. * Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others. * Organise and safely manage the appropriate learning environment and resources * Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance |
| **3.** | **Provide physical/personal care to students where required, e.g.**   * Helping with dressing/personal needs. * Undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist. * Moving in and out of wheelchairs, operating wheelchairs. |
| **4.** | **Supporting the Teachers, e.g.**   * Using knowledge and experience of the students concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support. * Providing regular feedback about students to teachers. * Clerical support e.g. collation and copying of materials. |
| **5.** | **Supporting the curriculum**   * Support the delivery of the Literacy and Numeracy along with other aspects of both the National Curriculum and the alternative and enhanced curriculum offered by the school. |
| **6.** | **Supporting the school, e.g.**   * Where appropriate, fostering and develop links between a student’s home and school. * Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids. * Helping to ensure the hygiene of the teaching environment. * Administering minor First Aid under the guidance of a qualified person. |
| **Supervision and Management** | |
| The job holder has no regular supervisory responsibility for staff, but assists in work familiarisation of peers and new recruits. | |
| **Creativity and Innovation (i.e. Problem Solving)** | |
| The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the student supported cannot cope with the a task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the student | |
| **Key Contacts And Relationships** | |
| The jobholder has extensive contact with students, which involves mentoring, motivating and imparting skills and/or knowledge. The jobholder will need the ability to empathise with the needs of young people. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies. The jobholder must have the willingness to be professionally discreet and to maintain confidentiality on all school matters. | |
| **Decision Making** | |
| The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual. The jobholder should have a willingness to adopt a flexible approach to all directed tasks. | |
| **Resources** | |
| The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security. | |
| **Working Environment** | |
| The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with students. There may occasionally be the need to deal with body fluids when giving personal care to students. | |
| **Knowledge and Skills** | |
| The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with students. The jobholder should have knowledge of child protection issues. The jobholder must have a good standard of education, particularly in English and mathematics. | |

This job description is subject to change to meet the needs of the effective running of the School.

**Person Specification**

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| **Criterion** | **Essential/Desirable** | **How Assessed** | |
| Education and Qualifications | | | |
| 5 GCSEs A\*- C or equivalent | D | | Application form / Certificates |
| *Work Experience* | | | |
| Experience of working with children in similar or related capacity | D | | Application form / Interview |
| Experience of dealing with difficult and sensitive situations in a diplomatic confidential and non-confrontational manner | E | | Application form / Interview |
| *Knowledge, skills and ability* | | | |
| Up to date knowledge and skills in dealing with young people. Sound understanding of child protection. | E | | Application/Interview/test |
| Effective written and verbal communication and presentation skills in relation to the job purpose | E | | Application/Interview/test |
| *Presentation* | | | |
| Personally Effective – excellent organizational skills, ability to prioritize and delegate in relation to the job purpose | D | | Interview/test |
| Ability to ensure that the highest standards of safeguarding, quality and service care are achieved in relation to the job purpose | E | | Interview |