

Learning Support Assistant

Job Description

**Confident**

All members are actively learning and developing.

**Aspirational**

An academic core, enriched with creative and specialist pathways.

**Respectful**

All members manage themselves well and respect each other.

**Reflective**

All members celebrate, support and help each other.

|  |  |  |
| --- | --- | --- |
| **Scale:**  NJC 4 | Hours worked per week:  **35** | Working Times:  **8.15am until 4.15pm**  **(1 hour lunch break)** |
| **Range:**  8-11 | Weeks worked per year:  **Term Time Only** | Job description date:  July 2021 |

*All appointments at Arts and Media school Islington are made in accordance*

*With the agreed School’s Equal Opportunities Employment Policy.*

*All employees are expected to adhere to the agreed School Policies as set out in the Staff handbook*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Job Title:** Learning Support Assistant

**Responsible to:** SENCO

**Key Relationships/ Liaison with:** All stakeholders

**Responsible for:**

-This post carries no line management responsibility

**Purpose of the post:**

Towork under the guidance of the SENCO/teaching/senior staff to promote positive outcomes for pupils by taking responsibility for agreed learning activities and general administrative responsibilities within the department. This may involve planning, preparing and delivering learning activities for individuals/groups. This will also include responsibility for the development of a specialist area within the school and to provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills in the area of SEND, Literacy and Numeracy. To encourage all pupils to become independent learners and to provide support for pupils’ welfare.

**Specific responsibilities for all teaching assistants:**

|  |  |  |
| --- | --- | --- |
| **Area** | **Relevant**  **Standards** | LSA |
| **PROFESSIONAL**  **PRACTICE** |  |  |
| (1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6) | Many aspects of support over time are outstanding |
| **PROFESSIONAL**  **OUTCOMES** | (1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5) | Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations |
| **PROFESSIONAL**  **RELATIONSHIPS** | (1.2), (1.4), (1.5),  (2.4), (4.1), (4.2), (4.3), (4.4), (4.5) | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges |
| **PROFESSIONAL**  **DEVELOPMENT** | (1.5), (2.1), (2.3), (4.3), (4.4), (4.5) | Proactively support the professional development of others in a way which leads to improved outcomes for pupils |
| **PROFESSIONAL**  **CONDUCT** | (1.1), (1.3), (1.4), (3.2), (3.6), (4.4) | Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday practice. |

**Specific Responsibilities – to ensure positive outcomes for pupils across all areas.**

|  |  |
| --- | --- |
| Specific Responsibilities  - to ensure positive outcomes for pupils across all areas of the school: | |
| **Support for Pupils** | * Use specialist skills/knowledge/experience to assess areas of need and promote the development/use of strategies to support pupil’s learning and development. * Take a lead role in the development and implementation of Pupil Profiles, and Keyworker log. * Develop and lead intervention strategies to improve specific skills for targeted pupils related to their needs as appropriate (e.g. Literacy, Numeracy, etc.). * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Promote the inclusion and acceptance of all pupils both within and outside the classroom. * Encourage pupils to interact and work cooperatively with others and engage all pupils in activities. * Promote independence and employ strategies to recognise and reward achievement of self-reliance. * Provide feedback to pupils in relation to progress and achievement. * Liaise with parents and relevant external agencies to ensure best practice for targeted pupils. |
| **Support for Teaching** | * Organise and manage an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. * Within an agreed system of supervision, provide differentiated resources and evaluate and adjust tasks as appropriate. * Monitor and evaluate pupils’ responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives. * Undertake marking of pupils’ work and provide feedback * Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher. * Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * 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 cooperatively with others. * Work within the school’s established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence. * Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour * Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests. * Provide general clerical/admin support e.g. update Pupil Profiles, produce worksheets for agreed activities, etc. * Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with a different first language. |
| **Support for the Curriculum** | * Plan, prepare and deliver learning activities to individuals/groups as well as associated monitoring /assessment/recording processes. * Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds. * Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills. * Support the use of IT in learning activities and develop pupils’ competence and independence in its use. * Ensure targeted pupils are able to access the schemes of learning across the range of curriculum areas and support other teaching assistants with preparing appropriately differentiated resources. * Advise on appropriate deployment and use of specialist aid/resources/equipment. * Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school * Determine the need for, prepare and maintain general and specialist equipment and resources as required. |
| **Support for the School** | * Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. * Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop to be the best they can be. * Contribute to the overall ethos/work/aims of the school. * Establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement/progress of pupils. * Attend and participate in relevant meetings, training and performance appraisal processes as required. * Recognise your own strengths and areas of expertise and use these to advise and support others. * Provide appropriate guidance and supervision and assist in training and development of staff as appropriate. * Plan, deliver and evaluate agreed extra-curricular activities for a range of pupils. * Assist with the delivery of and supervision of pupils on visits, trips and other out of school activities as required. * Promote and reinforce pupils’ self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance. |
| **Other** | * Actively participate in a planned cycle of line management. * Effectively contribute to induction/appraisal/training/mentoring for other teaching assistants. * Effectively complete all other duties which the Headteacher may request. |
| *This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.* | |