**The Albany School: Learning Support Assistant – Job Profile**

**Job Title: Learning Support Assistant**

**Grade: Grade 1 (APTC Scale 2)**

**Liaises with: Class teachers, HODs and SENCO**

**Job Purpose and Content**

The Learning Support Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school.

The Teacher and the Learning Support Assistant work as a team - being partners in supporting the pupils’ access to learning and the whole curriculum (including the National Curriculum) and their independence as learners.

The Learning Support Assistant works under the direction and control of the SENCO and the relevant class teacher.

**Principal Responsibilities**

1. Support for pupils:

1. provide appropriate levels of individual attention, reassurance and help for pupil(s) needs as identified in Passports
2. support the specific needs of specified pupils – physical, emotional and/or behavioural
3. where necessary, act as an escort on and off school premises under the direction and normally in the presence of the teacher
4. support pupil(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
5. ensure that teachers are aware of the specific learning needs of identified pupils
6. support pupils in working independently in the company of others
7. provide information, advice and direction to pupils about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
8. take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment

2. Support for the teacher(s):

1. assist pupil(s) access to the curriculum by differentiating instructions and resources
2. prepare materials of the quality and quantity specified by the teacher
3. help pupils to select equipment and materials relevant to their learning tasks and to use these safely and correctly
4. support the maintenance of pupil records by providing information to the teacher/SENCO and recording, in accordance with school and departmental policy, the work of pupils
5. provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in accordance with school discipline and behaviour policies
6. where necessary, correct behaviour, supporting the teacher in maintaining order and discipline
7. report uncharacteristic behaviour patterns in individual pupils and incidents of inappropriate behaviour to the class teacher

3. Support for the school/department:

1. attend meetings, including meetings of the subject/learning support department/team, where appropriate
2. act as a reader or amanuensis as necessary at school and national tests and examinations
3. assist in the administration of NFER and CAT assessments
4. demonstrate a willingness to share information and expertise, which could benefit other team members in their work
5. provide information to support pupil progress including information for pupil records, reports, Individual Education Plans and annual reviews
6. actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
7. promptly report any difficulties in communicating with parents and carers to the class teacher/SENCO
8. Meet with parents to update SEN Passports

4. Support for the curriculum

1. support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and pupils’ development needs
2. help pupils with the use of ICT and appropriate curriculum software
3. obtain accurate and up-to-date information on pupils’ literacy, current reading ability, their writing skills and numeracy and language development
4. monitor pupils’ responses to learning activities and promptly inform the teacher when a pupil is experiencing difficulties that cannot be resolved
5. respond to pupils’ use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
6. provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
7. use appropriate strategies for challenging and motivating pupils to learn
8. Implement speech and language intervention

5. Arrangements for appraisal of performance:

###### Participate in the annual performance review process

##### **ADDITIONAL REQUIREMENTS**

1. Partnership Learning has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.