



CHERRY LANE PRIMARY SCHOOL

JOB DESCRIPTION

Job Title:	LEARNING SUPPORT ASSISTANT (for SRP pupils)
Grade:	Scale 3
Line Managed by:	SRP Manager
Responsible to:	The Headteacher
Contract:	Permanent
Hours:	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
QUALIFICATIONS & EXPERIENCE	NVQ Level 3 for Teaching Assistants or similar At least one year experience of working with SEN or Autism Experience of working with children in a Primary School setting.	A qualification in ASD or experience in supporting children with Autistic Spectrum Disorder. Training in relevant ASD learning strategies. First aid training	Application Form & Selection Process
KNOWLEDGE & UNDERSTANDING	Ability to work constructively as part of a team, understanding classroom roles and responsibilities. Ability to relate well to children, parents and all professionals General knowledge of child development and welfare The ability to communicate well in both verbal and written format with a good level of literacy and numeracy. Ability to use basic technology – eg. computer, video, photocopier. Can demonstrate an understanding of the importance of safeguarding.	Effective use of ICT to support learning	Application Form & Selection Process
PERSONAL ATTRIBUTES	Can demonstrate a caring and supportive attitude towards children and families. Discreet and sensitive approach A professional approach to	A sense of drive and ambition	Application Form & Selection Process

	all aspects of school life A calm manner Excellent time management skills and reliability		
--	---	--	--

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.