

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title:	Learning Support Assistant
Directorate:	Queensbridge Primary School
Reporting to:	Headteacher/SENCO
Grade:	Scale 4
Hours (options):	Monday to Friday 08:30 – 15:30

Job description

Purpose of the post:	To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programs. To provide 1:1 support to pupil in and out of the classroom. Work may be carried out in or out of the classroom or outdoor teaching areas where appropriate
Main duties and responsibilities:	Support for Pupils: - Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. - Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. - Establish constructive relationships with pupils and interact with them according 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. - Deliver pastoral and learning support. - Deal with minor incidents and the health and hygiene of the children and where necessary, escort them home. - Read with individual children and groups and complete reading records as directed by the class teacher. - Under the direction of teacher, work with small groups of children if needed and take responsibility for their learning.

Support for the Teacher:

- 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.
- 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 and maintain constructive relationships with parents/carers by supporting their role in pupils' learning, providing constructive feedback on pupils' progress and achievements and facilitating their support for their child's attendance;
- Provide clerical/admin, support e.g. photocopying, typing, filing, money, administer coursework etc.
- Work within an agreed system of 1:1 supervision and if needed with small groups of children and take responsibility for their learning.
- Work in partnership with the teacher, AHT of Inclusion and SENCO to support pupils. This may include contributing to parents evening and annual reviews as appropriate.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1/KS2 and record achievement and progress and feed 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 as 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, 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.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.

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- Attend and participate in relevant meetings as required.
 - Participate in training and other learning activities and performance development as required.
 - Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
 - Supervise children at meal times and during lunchtimes (if appropriate to hours worked)
 - Support children in breakfast club and in after school club (if appropriate to hours worked)
 - 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 the teacher. Assist in the general care of the school environment by undertaking tidying of general areas.
 - Promote equal opportunities at all times.
 - Establish constructive relationships and communicate with parents and other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
 - Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- Take part in the school's performance management system.
 - Enhanced DBS Check.
 - Strong commitment to furthering equalities in both service delivery and employment practice.
 - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
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Person Specification

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	Essential	Desirable
Qualifications		
1. NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	✓	
Experience		
2. Working with or caring for children of a relevant age.	✓	
Knowledge		
3. Completion of the Department of Children, Schools and Families Teacher Assistant Induction Programme.	✓	
4. Training in the relevant learning strategies e.g. literacy.	✓	
5. First aid training/training as appropriate.	✓	
6. Understanding of relevant policies/code of practice and awareness of relevant legislation.	✓	
7. General understanding of nation/foundation stage curriculum and other basic learning programmes/strategies.	✓	
8. Basic understanding of child development and learning	✓	
Skills		
9. Good numeracy/literacy skills.	✓	
10. Effective use of ICT to support learning.	✓	
11. Use of other equipment technology including video, photocopier.	✓	
12. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
13. Ability to relate well to children and adults.	✓	
14. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	
15. Display commitment to protection and safeguarding of children and young people.	✓	