

## Learning Support Assistant Standards

A Learning Support Assistant is expected to-:

- Have professional regard for the ethos, policies and practises of the school.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour both within and outside by treating pupils with dignity, building relationships rooted in mutual respect,
- Demonstrate consistently high standards of personal and professional conduct by speaking to both adults and pupils in a professional manner
- Show tolerance of and respect for the rights of others and recognising the need to restrict the use of social media to personal use only.
- Be a good role model both to staff and pupils and respond to the individual needs of the children.
- Observe proper boundaries at all times, having regard for the need to safeguard all pupils' well-being in accordance with statutory provisions and in line with the school's child protection procedures.
- Maintain high standards in their own attendance and punctuality and dress in line with the school dress code
- Have an understanding of the roles and responsibilities that are outlined in their job description.

**1. Set high expectations which inspire, motivate and challenge students**

- To use observations and assessments to monitor targets and learning
- Differentiate and extend tasks to promote individual learning with a range of motivating activities
- Staff to create a positive and enthusiastic learning environment
- To promote independence

**2. Promote good progress and outcomes for children**

- Know the individual children in class and what strategies help each child to learn
- Know what their targets are and understanding their abilities
- To share, record and give input to current and future progress to support development including small step progression
- Celebrate and reward achievement

**3. Support literacy and numeracy across the curriculum**

- To be willing to undertake training to develop a good understanding and knowledge of the curriculum in which they are working
- To support opportunities and provide relevant resources for each child to access the curriculum
- To take direction from the teacher or other professionals, following planning and making sure you understand the learning objective / activity, asking for guidance where needed
- To be aware of the child's preferred mode of learning and their current levels so as to provide appropriate support

<b>4. Understand and support pupil's individual targets and programmes</b>	<ul style="list-style-type: none"> <li>• To support consistency by discussing and monitoring all targets and programmes (educational and behaviour) with teachers through meetings, annual reviews, review and reflect and being aware of pupil profiles</li> <li>• To be involved in children's target and programme setting and support these consistently by participating in observations and ongoing feedback</li> <li>• To liaise with other specialist services within school and externally</li> <li>• To be open to new ideas and adaptable to changes in children's programmes to reflect the individual needs of all pupils</li> </ul>
<b>5. Adapt support to respond to the strengths and needs of all students</b>	<ul style="list-style-type: none"> <li>• To maintain a sound knowledge of each child's abilities, strengths, needs and areas of development</li> <li>• To recognise and understand each child's individual learning styles and to implement named strategies, whilst ensuring flexibility within this approach</li> <li>• To have a knowledge and understanding of how to inspire, motivate and praise pupils achievements, suitably differentiated according to their individual needs</li> </ul>
<b>6. Support the assessment and evaluation of students</b>	<ul style="list-style-type: none"> <li>• To be involved in taking and making photos, videos and post it note observations</li> <li>• Ensure regular brief discussions / feedback take place between learning support assistants and teachers for use when completing lesson evaluations, B Squared etc.</li> <li>• To attend regular meetings involving learning support assistants and teachers to discuss targets and next steps</li> </ul>
<b>7. Manage behaviour effectively to ensure a good and safe learning environment in line with the 5P Approach</b>	<ul style="list-style-type: none"> <li>• To be receptive to training provided and be accountable to its implementation on an individual and collective level across the school</li> <li>• To use knowledge and skills gained throughout the school day and as directed and ask for support where necessary</li> <li>• To be involved in discussion and joint problem solving, monitoring and recording</li> <li>• Have knowledge of and be responsible for the recording logs (serious incident book)</li> <li>• Use judgement and communicate your observations of children's behaviour consistently to teachers and line managers</li> <li>• Respect the behaviour and safeguarding guidance policies in place in school</li> </ul>
<b>8. Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• To engage with children in all areas outside the classroom (i.e. playground and enrichment) to develop play skills, functional communication and self-help skills</li> <li>• To make observations of pupils and reporting back, including individual therapy sessions and teaching sessions (individual green zones, working with me packs)</li> <li>• To share information between home and school with appropriate staff e.g. bus escort, home school books, phone calls</li> <li>• To understand that you might be used in other areas / classes around the school to support</li> <li>• Being supportive of your peers in using positive interventions and whole school approaches</li> <li>• Being proactive e.g. take initiative to read planning, so as not to be fully dependant on the teacher</li> </ul>