



# Learning Support Assistant (Primary)

## 1. POSITION IDENTIFICATION

<b>Title</b>	Learning Support Assistant
<b>Functional Area</b>	Grove Academy - Primary
<b>Reports to</b>	SENCo Assistant (Primary)
<b>Salary</b>	Level Three (SCP -5-7) £22, 577 - £23,371 FTE <b>(Salary will be pro rata based on 39weeks term time)</b>
<b>Employment Status</b>	Permanent, 34.5 hours weekly (37 FTE) 39 weeks per year
<b>Working Pattern</b>	Term time only, Monday-Friday 8.15am-3.30pm with a 4.15pm finish once per week to run an After School Club

## 2. POSITION OBJECTIVE

To work in collaboration with class teachers in order to support the learning and achievement of pupils; promoting pupils' independence, self-esteem and social inclusion.

## 3. COMPETENCIES REQUIRED

The following competencies are required for this position:

- Ability to develop positive relationships with pupils, staff and parents
- Good knowledge of the curriculum as appropriate to role and a willingness to proactively address any gaps in knowledge
- An excellent standard of spoken and written English
- An ability and willingness to respond positively and proactively to the needs of the pupils and the school

<b>4. KEY PERFORMANCE OBJECTIVES</b>	
<b>Outputs</b>	<b>Key Performance Indicator</b>
<b>Teaching and Learning</b>	<b>Support provided, both inside and outside of the classroom, enables pupils to access the curriculum, make progress and enables independence</b>
	<ul style="list-style-type: none"> <li>• An informed and efficient approach to teaching and learning is demonstrated by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.</li> <li>• Inclusion is promoted, supported and facilitated by encouraging participation of all pupils in learning and extracurricular activities.</li> <li>• Small group and 1:1 support is responsive to the needs of the pupils</li> <li>• Positive relationships are developed with all pupils</li> <li>• Effective behavior management strategies are used consistently in line with the school's policy and procedures.</li> <li>• Effective assessment and planning is contributed to by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.</li> <li>• Pupils are communicated with effectively and sensitively to adapt to their needs and support their learning.</li> <li>• Interactions with pupils and support provided enable them to make progress and develop independence</li> <li>• Interventions with groups and individuals out of class are consistently carried out leading to progress towards targets which is clearly communicated to teachers</li> <li>• Individual support plans for pupils, including medical and personal care, are implemented effectively, after appropriate training where relevant</li> <li>• Other relevant duties given by line manager or teacher are carried out effectively.</li> </ul>
<b>Knowledge and Understanding</b>	<b>Knowledge and understanding of the curriculum and of appropriate strategies to support pupils is consistently demonstrated</b>
	<ul style="list-style-type: none"> <li>• Expertise and skills in understanding the needs of all pupils is demonstrated (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.</li> <li>• Responsibility is shared for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice,</li> </ul>

	<p>liaising with school leaders and accessing relevant professional development to improve personal effectiveness.</p> <ul style="list-style-type: none"> <li>• A level of subject and curriculum knowledge relevant to the role is demonstrated and applied effectively in supporting teachers and pupils and any gaps in knowledge are proactively addressed</li> <li>• Appropriate strategies to support pupils progress and promote independence are consistently used</li> <li>• Roles and responsibilities within the classroom and whole school context are understood and it is recognised that these may extend beyond a direct support role.</li> </ul>
<b>Working with others</b>	<b>Positive and collaborative relationships are developed with staff, parent/carers and relevant professionals</b>
	<ul style="list-style-type: none"> <li>• Positive and respectful relationships are developed with staff, parents and outside agencies</li> <li>• The role and contribution of other professionals, parents and carers is recognised and respected by liaising effectively and working in partnership with them.</li> <li>• Other relevant staff and professionals are accurately informed of progress or concerns they may have about the pupils they work with, so that informed decision making can take place on intervention and provision</li> </ul>
<b>Personal and professional conduct</b>	<b>Public trust in the education professional is upheld and conduct promotes the best possible outcomes for pupils</b>
	<ul style="list-style-type: none"> <li>• Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.</li> <li>• Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.</li> <li>• Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.</li> <li>• Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.</li> <li>• Committing to improve their own practice through self-evaluation and awareness.</li> <li>• Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy</li> <li>• Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies</li> </ul>

**5. PERSON SPECIFICATION  
QUALIFICATIONS/KNOWLEDGE/EXPERIENCE**

**Qualifications (Essential):**

GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths  
First-aid training, or willingness to complete it

**Qualifications (Desirable):**

TA qualification such as Cache Level 3. Specialist qualifications working with children with barriers to learning.

**Knowledge, Skills & Experience (Essential):**

Experience working in a school environment or other educational setting. Experience working directly with children / young people

**Knowledge, Skills & Experience (Desirable):**

Experience of working with pupils EAL and SEND especially C&I and SEMH and of leading out of class interventions

**6. OCCUPATIONAL HEALTH AND SAFETY**

Employees are responsible and accountable for:

- Compliance with workplace policies and procedures for risk identification, risk assessment and risk control
- Active participation in activities associated with the management of workplace health and safety
- Identification and reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace
- Correct utilisation of appropriate personal protective equipment

**7 GENERAL RESPONSIBILITIES**

- To uphold Academy policy in respect of safeguarding and child protection matters.
- All staff members participate in the school's performance management scheme.
- The postholder is required to support and encourage the Trust's vision, values and ethos and its objectives, policies and procedures as agreed by the Board of Directors.

## ACKNOWLEDGEMENT

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the role.

Employee:

Direct Manager:

Signature:

Signature:

Prepared by:

Date Issued: