

Job Description for Learning Support Assistant

<u>POST TITLE:</u>	Learning Support Assistant 'B' Profile (Primary) Part Time (Band 2 Pt 3-5)
<u>RESPONSIBLE TO:</u>	Headteacher, Class Teacher(s) SENCO
<u>PURPOSE OF JOB:</u>	To work in partnership with class teachers to support learning in line with National Curriculum and also, in line with codes of practice and school policies and procedures.

DUTIES AND RESPONSIBILITIES:

- Working with individuals or small groups of children under the direction of teaching staff.
- Establish positive relationships with pupils supported
- Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.
- Support pupils with activities, which support literacy and Numeracy skills.
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use.
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- Interact with, and support pupils, according to individual needs and skills
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- Monitor and record pupil activities as appropriate writing records and reports as required
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
- To support learning by arranging/providing resources for lessons/activities under the direction of the teacher (including effective use of outdoor area for child directed learning).
- To attend to pupils personal needs including help with social, welfare and health matters, including minor first aid.
- To assist with the preparation, maintenance and control of stocks of materials and resources.
- Assist with the development and implementation of IEP's, Annual Reviews etc.
- Liase with other staff and provide information about pupils as appropriate.
- To assist with the display and presentation of pupils' work
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities.
- To assist with escorting pupils on educational visits
- To understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times.

Person Specification for Learning Support Assistant

Experience	<ul style="list-style-type: none"> • Successful recent experience working with primary/early years children • Working effectively as part of a team
Qualifications	<ul style="list-style-type: none"> • Literate • Numerate • NVQ Level 2 in learning support/early years, NNEB or other equivalent qualification (D) • Good general standard of education • Training in literacy and numeracy strategies (D) • Induction training for teaching assistants (D) • Had attended training linked to working with SEN pupils
Knowledge & Skills	<ul style="list-style-type: none"> • Basic knowledge of first aid (D) • Knowledge of general aspects of child development • Understanding of child protection policies and procedures • Knowledge of relevant codes of practice and school policies • Knowledge of basic ICT to support learning
Aptitudes	<ul style="list-style-type: none"> • Work effectively as part of a team and contribute to group thinking, planning etc. • Effective time management • Build rapport with adults and children • To be flexible • Follow instructions accurately • Use own initiative and work independently • Communicate effectively with adults and children, verbally and in writing • Motivate, inspire and have high expectations of pupils • Creative approach to problem solving • Work calmly under pressure • Committed to personal and professional development • Awareness of, and commitment to, equalities issues • Ability to record and assess pupil progress/performance etc.

Key: - (D) Desirable but not essential.
All other listed criteria are essential.