

**Learning Support Assistant with a Midday Duty**

**Job Description**

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| **Pay Scale/Grade:** | Essex LGS Point 3 (£18,887) to Point 5 (£19,650) pro rata |
| **Hours:** | 8.35am – 3.20pm Monday – Thursday, 8.20 am – 3.20 pm Friday31.5 hours per week, term time only, including 5 inset days |
| **Reports to:** | SENCo, Teaching Staff |
| **Responsible for:** | Supporting teaching and learning, Leading intervention groups  |
| **Liaison with:** | Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Children, Parents/Carers |

**Sir Martin Frobisher Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Purpose:**

1. To undertake work/care/support programmes to enable access to learning for children and to assist the teacher in the management of children and the classroom.
2. To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all children.
3. Work may be carried out in the classrooms or outside the main teaching area.
4. To maintain the safety, welfare and good conduct of pupils during the midday break.
5. To assist with clearing tables and midday area in preparation for afternoon activities.

**Major Tasks, Duties and Responsibilities**

**Support for children:**

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported;

2. To supervise and provide particular support for children, ensuring their safety and access to learning activities;

3. Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example: clarifying and explaining instructions; ensuring the child is able to use equipment and materials provided; assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation; helping children to concentrate on and finish work set; meeting physical needs as required whilst encouraging independence; assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes; developing appropriate resources to support the children; providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.

4. To establish a constructive relationship with the children and interact with them according to individual needs;

5. To promote the inclusion and acceptance of all children;

6. To set challenging and demanding expectations and promote self-esteem and independence;

7. To provide the necessary pastoral care to enable children to feel secure and happy;

8. To provide feedback to children in relation to progress and achievement under the guidance of the teacher;

9. To assist children when eating their meal;

10. To clear tables when meals are finished and clear any associate spillages;

11. To ensure safety, welfare and good conduct of pupils during their midday break;

12. Use a range of communication methods to understand and communicate with the child such as signing, picture exchange communication in order to get needs met and understanding behaviours.

**Support for teachers**

13. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for children;

14. Monitor children’s responses to learning activities and accurately record achievement as directed;

15. Provide detailed and regular feedback about the children to the teacher;

16. Contribute to the maintenance of children’s progress records;

17. Participate in the evaluation of the support programme and contribute to the one planning process;

18. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;

19. Establish constructive relationships with parents/carers;

20. Administer routine tests and undertake routine marking of children’s work;

21. Support class teachers in photocopying and other tasks in order to support teaching.

**Support for the Curriculum:**

22. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children responses;

23. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;

24. Support the use of ICT in learning activities and develop childrens’ competence and independence in its use;

25. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

**Support for the school:**

26. Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;

27. Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop;

28. Contribute to the overall ethos/work/aims of the school and be a good role model for the school at all times;

29. Appreciate and support the roles of other professionals;

30. Attend and participate in relevant meetings as required;

31. Where appropriate develop a relationship to foster links between home and school;

32. Liaise, advise and consult with other members of the team supporting the children as appropriate;

33. Contribute to reviews of children’s progress as appropriate,

34. Set a good example in terms of dress, punctuality and attendance;

35. Prepare and present displays of children’s work as required;

36. Undertake other duties from time to time as required by the headteacher.

**OTHER REQUIREMENTS:**

* To attend and participate in staff meetings as required
* To participate in training and performance management as required.
* To have an up – to – date DBS

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**