

<b>JOB TITLE:</b>	<b>Learning Support Assistant</b>
<b>GRADE:</b>	BAND TLW/A Point TLW - 4
<b>REPORTS TO:</b>	SENCo / Teacher / EYFS Lead
<b>SUPERVISES:</b>	None
<b>RELATIONSHIPS:</b>	Class Teacher, Headteacher, School Staff, Pupils and Parents, School Governors, LA Personnel, Visitors, Health Visitor

## JOB PURPOSE

To enable pupils access to learning by supervising and assisting pupils (one-to-one and in small groups) across a wide range of activities and supported learning activities. To promote the development of the physical and mental wellbeing of pupils. Provide general support to the teacher in the management of pupils both in and out of the classroom. Contribute to the effective organisation of the school with administrative and clerical support.

To work under the guidance and instruction of the class teacher, take a leading role in the planning and evaluation of one or more specific learning activities or teaching programmes.

### PRINCIPAL ACCOUNTABILITIES

*main duties are listed , others may be required at a similar level and nature*

#### Teaching and Learning Assistance to enable pupil access to learning

##### Preparing and Maintaining the Classroom to Enable Learning:

- Assist with the planning of learning activities by identifying and preparing resources required to support the learning outcomes.
- Differentiate lessons and activities accordingly to enable access and inclusion for SEND children.
- The preparation of materials/resources (e.g. books, pencils, art supplies, games equipment, numeracy resources etc) to ensure they are available, and easily accessible for the children. Preparing and cleaning up activities with the pupils.
- Maintaining classroom resources and designated areas.
- Repairing apparatus and ensuring any equipment is properly assembled and safe for use.
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans, by arranging/providing resources for lessons/activities under the direction of a teacher.
- Assisting to create and maintain displays.
- Assist in the development of individual education plans

##### Support during classroom activities:

- Implement planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Provide feedback to the pupils in relation to attainment and progress under the guidance of the teacher.
- Provide unobtrusive guidance and support to enable pupils to find answers to questions and tasks set.
- Supervise small groups of pupils undertaking a learning objective by co-ordinating and explaining basic instructions, adjusting within the scope of the plan to ensure progression.
- Assist pupils to develop their independence through undertaking tasks.

- Support the use of IT as a tool to enable learning.
- Administer and mark routine tests with clearly defined predetermine answers.
- Invigilate exams as required.
- Mark pupils work, recording progress and achievement.

### **Collaborative Working**

- Ensure to meet with the class teacher of pupils whom you work with to feedback and report on progress/achievements.
  - Liaise with other professionals (e.g. social workers, occupational therapists, educational psychologists, school nurse etc) and attend meeting when necessary.
  - Communicate with others (pupils, colleagues, other professionals, parents) in a positive and professional manner.
  - Act on constructive feedback and guidance given by other staff members.

### **Special Educational Needs and Disability (SEND)**

- Seek information about any child's individual needs from colleagues.
- Have familiarity with all relevant statements of SEND specific to the children in your class or with whom you are working and conduct own research into the specific area of special needs to develop knowledge and understanding.
- Assist in the development, implementation, monitoring and feedback of individual development plans for pupils.
- Plan differentiated learning activities in collaboration with the class teacher to enable the pupil to access learning and make progress.
- Engage in regular communication with the class teacher regarding progress and outcomes of support interventions.
- Keep accurate records based on outcome criteria and update regularly.
- Sensitively support the child, making sure what you do is suitable for his/her age, needs and abilities.
- Implement planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses, needs and abilities as appropriate.
- Support to overcome barriers to learning and participation by making reasonable adjustments to promote inclusion and assist pupils as necessary.
- Implement strategies as suggested by outside professionals (i.e. educational psychologists, speech and language therapists, occupational therapists etc).
- Contribute to annual reviews and parent-teacher conferences.
- Attend to pupils personal needs and implement related personal programmes, including social and medical needs, first aid, physical, and hygiene and welfare matters with appropriate training/support.

### **Intervention groups**

- To plan, organise and manage structured learning activities which reflect specific expertise and knowledge.
- Plan appropriately for the intervention groups according to the proposed intervention objectives.
- Record pupils' progress towards learning outcomes in the pupil/intervention folder.
- Feedback to the pupils' class teachers regarding progress and achievements to ensure continuity when in class.
- Create and maintain a purposeful, orderly and supportive environment.
- The preparation and maintenance of materials/resources needed to ensure they are available, and easily accessible for the children. Preparing and cleaning up activities with the pupils.
- To use a range of strategies (visual, kinaesthetic and auditory) where necessary to engage children in their learning.
- Show an enthusiasm and positive approach to encourage learning.

- To use a range of appropriate strategies to manage behaviour during sessions.
- Support other support staff who are delivering the same intervention.
- Track progress of pupils in your intervention.

## **Pupil Welfare, promoting the mental and physical welfare of pupils**

### **Managing Pupil Behaviour**

- Assist in the management of pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- Help to avoid pupil conflicts and assist pupils to sort out disagreements by talking and listening to each other.
- Ensure pupils play and work together positively and cooperatively, with positive behaviour.
- Supervise and monitor pupils in the playground. Encourage pupils to play games, initiate and join in and include others.
- Provide general and basic welfare support and first aid support to pupils.
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy.

### **General Pupil Welfare**

- Liaising with other professionals e.g. social workers, psychologists, health visitors, family resource workers etc. attending meetings as required
- Providing general and basic welfare support and first aid support to a pupils and in particular support for those with special educational needs
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy

### **General School Support**

- All activities must be undertaken within the scope of the school policy.
- Monitoring any problems and difficulties reporting these to teaching staff
- Keeping / contributing to records of pupil support in line with school policy
- Keep pupil records (e.g. attendance registers, chasing absence details, compiling lists)
- Provide clerical and administrative support, e.g. photocopying, typing, filing, collecting money, gathering pupil reports, stock taking and stationary orders, assist in the school library, update pupil records
  - \* These will be consistent with the 21 administrative tasks as specified in the workforce remodelling agreement 2003.
- Report pupil and school issues in line with the schools policies for health and safety, child protection procedures, behaviour management policies
- Ensure equal opportunities in learning access for all pupils to learn and develop and to have full involvement in school life
- Work towards overall school goals

### **Any other duties**

- Break and some lunchtime duties
- Lead identified intervention groups for children to bridge gaps in their learning

## Person Specification – LSA

Criteria	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> <li>• 3 or more GCSEs at Grade C or above, including English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications and/or studies relevant to the primary age range</li> </ul>
2. Experience	<ul style="list-style-type: none"> <li>• Previous experience of working with children in an education setting</li> <li>• Experience of working with children on the Autistic Spectrum, with motor difficulties or speech and language needs</li> <li>• Experience of working 1:1 and with groups of children</li> <li>• Experience of working with other adults in a collaborative way on child focussed goals</li> </ul>	<ul style="list-style-type: none"> <li>• Experience with supporting or working with children across the age range</li> <li>• Experience of working with Physical and/or Neurological differences/</li> <li>• Experience using Picture Exchange Communication (PECs) or using sign language</li> </ul>
3. CPD	<ul style="list-style-type: none"> <li>• Training which is relevant to the role of Learning Support Assistant (equivalent to level 2)</li> <li>• Committed to continuous professional development.</li> <li>• Positive response to feedback and proactive actions to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Training which is relevant to the role of Learning Support Assistant (equivalent to level 3 or above)</li> <li>• Training that is up-to-date and relevant (undertaken within the last three years)</li> <li>• Evidence of collaborative working with other professionals to improve practice</li> </ul>
4. Knowledge, Skills and Personal Qualities	<ul style="list-style-type: none"> <li>• Ability to develop effective and collaborative relationships with colleagues</li> <li>• Willingness to problem solve and try new things</li> <li>• Willingness to be creative and try innovative ways of working</li> <li>• Ability to reflect on your own practise and a commitment to developing practice</li> <li>• An understanding of how children develop</li> <li>• Encourage and develop communication and pupil social skills</li> <li>• High expectations of achievement and behaviour</li> <li>• Knowledgeable and confident use of IT, including email</li> <li>• Self-motivated and enthusiastic with good organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of a skills based curriculum or experiential learning</li> <li>• Knowledge of different strategies to support children who learn differently</li> <li>• Knowledge of online learning resources such as TEAMS</li> </ul>

	<ul style="list-style-type: none"><li>• Commitment to teamwork for the good of the organisation and all members of it</li></ul>	
5. Letter of Application	<ul style="list-style-type: none"><li>• Succinctly presented philosophy of education and the LSA's role within it.</li><li>• Examples of how the person specification is met are included.</li></ul>	
6. References	<ul style="list-style-type: none"><li>• Two supportive educational references.</li></ul>	

