

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

HOLY CROSS CATHOLIC PRIMARY SCHOOL

Daiglen Drive, South Ockendon, Essex RM15 5RP

Tel: 01708 853000

Email: office@holycrossprimary.thurrock.sch.uk

Website: <http://www.holycrossprimary.com>

Headteacher: Mrs Sandra Power BA(Hons) NPQH



HOLY CROSS CATHOLIC PRIMARY SCHOOL JOB DESCRIPTION

Post Held: Learning Support Assistant

Responsible to: SEND Leader, Class teacher & Headteacher

Liaises with: Class teacher, Phase Leader and SEND Leader

Main purpose of job:

To lead & undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To work under the instruction/guidance of teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.

Work may be carried out in the classrooms or outside the main teaching area. LSAs will be deployed in a range of ways including:

- 1:1 with 1 named child (usually with a statement or EHCP);
- 1:2 working mainly with 2 children in the same class (usually with a statement or EHCP);
- General class support;
- Phase based or whole school offering specific expertise or skills e.g. speech & language support;
- A combination of the above.

Duties & Responsibilities

Support for pupils:

1. To develop a knowledge of a range of learning support strategies and to develop an understanding of the specific needs of the pupils to be supported;
2. To supervise and provide particular support for pupils (as directed by the class teacher, Phase Leader or SEND Leader and in keeping with key objectives outlined in EHCP or SEND statement), ensuring their safety and access to learning activities;
3. Taking into account the learning support involved, to aid the pupils 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;



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meeting physical needs; this would include toileting, changing nappies/pull ups 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 pupils and interact with them according to individual needs and in keeping with the school's *Behaviour and Inclusion Policy*;
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 pupils in relation to progress and achievement under the guidance of the teacher in keeping with the school's *Marking & Feedback Policy*;

Support for teachers:

9. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
10. Monitor pupil's responses to learning activities and accurately record achievement as directed;
11. Provide detailed and regular feedback about the children to the teacher, Phase Leader and/or SEND Leader;
12. Participate in the evaluation of the support programme;
13. Promote & demonstrate good behaviour, dealing promptly with conflicts and incidents in line with established *Behaviour for Learning Policy*, and encourage children to take responsibility for their own behaviour;
14. Establish constructive relationships with parents/carers;
15. Administer routine assessments (when directed) and undertake routine marking & feedback of children's work;
16. Support class teachers in photocopying and other tasks in order to support teaching.

Support for the Curriculum:

Undertake and lead structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses; Undertake and lead intervention programmes, recording achievement and progress, and feeding back to the teacher, Phase Leader and/or SEND Leader;

17. Support the use of ICT in learning activities and develop pupils' competence and independence in its use;



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18. 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:

19. Be aware of and comply with the procedures relating to child protection, the safeguarding of children, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
20. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
21. Contribute to the overall mission/aims and values of Holy Cross Catholic Primary School;
22. Appreciate and support the roles of other professionals;
23. Attend and participate in relevant meetings as required;
24. Where appropriate develop a relationship to foster links between home and school;
25. Liaise, advise and consult with other members of the team supporting the children as appropriate;
26. Contribute to reviews of children's progress as appropriate,
27. Set a good professional example in terms of dress, punctuality and attendance;
28. Prepare and present displays of children's work as required;
29. Undertake other duties from time to time as required by the headteacher or senior leadership team.

Arrangements for appraisal of performance

The role of the Learning Support Assistant will be monitored through the Performance Management policy and by members of the SLT.

Signed: _____ **Date:** _____

