

## Learning Support Assistant

### JOB DESCRIPTION

<b>Scale / Point:</b>	Scale 3, point 4-5
<b>Responsible to:</b>	Senior Leader for EYFS and SENCo
<b>Liaison with:</b>	All Staff & Students

<b>Job Purpose</b>	To work in partnership with class teachers and other staff to support learning in line with the Early Years Framework, Development Matters Curriculum, codes of practice and school policies and procedures. To provide support to nursery children and/or support individual nursery-age children with moderate to severe learning, communication, social, sensory, and physical difficulties.
<b>Duties</b>	<ul style="list-style-type: none"><li>• Provide particular and skilled support to children with learning, communication, social, sensory, or physical difficulties.</li><li>• Work with individuals or small groups of children under the direction of teaching staff.</li><li>• Understand specific learning needs and styles and provide adaptive support to students individually and within a group.</li><li>• Engage with children, implement planned learning activities as agreed with the teacher, adjusting activities according to children's responses as appropriate.</li><li>• Establish positive relationships with children.</li><li>• Provide feedback to children and parents in relation to development and progress under the guidance of the teacher.</li><li>• Support students with activities which support literacy and numeracy skills.</li><li>• Promote the inclusion and acceptance of children within the learning environment, ensuring access to planned activity and their content through appropriate clarification, explanation, and resources.</li><li>• Promote positive nursery behaviour in line with school policies and help ensure children remain safe.</li><li>• Monitor and record pupil responses and learning achievements, drawing any problems that cannot be resolved easily to the attention of the teacher or relevant professional.</li><li>• Liaise with staff and other relevant professionals and provide information about children as appropriate.</li><li>• Encourage the inclusion of children in a mainstream setting by using positive behaviour management techniques to develop the children's ability to behave appropriately.</li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• Take personal responsibility for identification of learning, development, and training opportunities in discussion with your line manager.</li><li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li></ul>

	<ul style="list-style-type: none"><li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment.</li><li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy.</li><li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li></ul>
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The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills, and grade.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.

## PERSON SPECIFICATION

<b>Qualifications &amp; Experience</b>	
Specific qualifications & experience	<ul style="list-style-type: none"> <li>• Successful experience working with children</li> <li>• GCSE or equivalent in English and Maths at grade A*-C</li> <li>• Completion of DCSF induction programme.</li> </ul>
Knowledge of relevant policies and procedures	<ul style="list-style-type: none"> <li>• Basic understanding of school policies &amp; procedure.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Excellent reading and writing skills.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Good numeracy skills.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Knowledge of basic ICT to support learning.</li> </ul>
<b>Communication</b>	
Written	<ul style="list-style-type: none"> <li>• Ability to write basic reports.</li> </ul>
Verbal	<ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously.</li> <li>• Ability to listen effectively.</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Overcome communication barriers with children and adults.</li> </ul>
Negotiating	<ul style="list-style-type: none"> <li>• Consult with children and their families and carers and other adults.</li> </ul>
<b>Working with children</b>	
Behaviour Management	<ul style="list-style-type: none"> <li>• Understand and implement the school's behaviour management policy .</li> </ul>
SEN	<ul style="list-style-type: none"> <li>• Ability to understand and support children with developmental difficulty or disability.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• Good understanding of the school curriculum.</li> <li>• Knowledge of literacy/numeracy strategies.</li> </ul>
Child Development	<ul style="list-style-type: none"> <li>• Good understanding of the general aspect of child development.</li> <li>• Ability to assess progress and performance.</li> </ul>
Health & well being	<ul style="list-style-type: none"> <li>• Understand and support the importance of physical and emotional wellbeing.</li> </ul>
<b>Working with others</b>	
Working with partners	<ul style="list-style-type: none"> <li>• Understand the role of others working in and with the school.</li> <li>• Understand and value the role of parents and carers in supporting children.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Ability to work effectively with a range of adults.</li> </ul>
Information	<ul style="list-style-type: none"> <li>• Know when, how and with whom to share information .</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to follow instructions accurately.</li> </ul>
<b>Responsibilities</b>	
Organisational skills	<ul style="list-style-type: none"> <li>• Good organisational skills.</li> <li>• Ability to remain calm under pressure.</li> </ul>
Line Management	<ul style="list-style-type: none"> <li>• Ability to support the work of volunteers and other learning support assistants in the classroom.</li> </ul>
Time Management	<ul style="list-style-type: none"> <li>• Ability to manage own time effectively.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Demonstrate creativity and an ability to resolve routine problems independently.</li> </ul>
<b>General</b>	
Equalities	<ul style="list-style-type: none"> <li>• Awareness of and commitment to equality.</li> </ul>
Health & Safety	<ul style="list-style-type: none"> <li>• Basic understanding of Health &amp; Safety.</li> </ul>
Child Protection	<ul style="list-style-type: none"> <li>• Understand and implement child protection procedures.</li> </ul>
Confidentiality/Data Protection	<ul style="list-style-type: none"> <li>• Understand procedures and legislation relating to confidentiality.</li> </ul>
CPD	<ul style="list-style-type: none"> <li>• Be prepared to develop and learn in the role.</li> </ul>