**Job Description**

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| **Job Title** | Classroom and SEN Learning Assistant with Midday Assistant Duty |
| **Grade** | Scale 3 Points 6-7 |
| **Reports to** | Headteacher, Class Teacher, SENCO, Senior LSA |
| **Liaison with** | Teaching staff, support staff, Headteacher, pupils. |
| **Job Purpose** | To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures. Acting as part of a team, to take care and control of all the children on the school premises during the midday break between the morning and afternoon teaching sessions. |
| **Principal Accountabilities** | • Working with individuals or small groups of children under the direction of teaching staff<br>• Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate<br>• Provide support to pupils with learning, behavioural, communication, sensory or physical difficulties<br>• To maintain the safety, welfare and good conduct of the pupils during the midday break |
| **Duties** | • Establish positive relationships with pupils supported.<br>• Implement planned learning activities/teaching programmes as agreed with the class teacher, adjusting activities according to pupils' responses as appropriate<br>• Support pupils with activities which support literacy and numeracy skills<br>• Support the use of ICT in the classroom and develop pupils' competence and independence in its use<br>• Promote positive pupil behaviour in line with school policies and help keep pupils on task<br>• Interact with, and support pupils, according to individual needs and skills<br>• To attend to pupils' personal needs including help with social, welfare, care and health matters, including toileting, dressing, feeding, mobility etc.<br>• Assist the teacher and other staff in implementation of care plans<br>• 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<br>• Participate in planning and evaluation of learning activities with the teacher, providing feedback to the |

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| | teacher on pupil progress and behaviour<br>• Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher<br>• Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher<br>• To support learning by arranging/providing resources for lessons/activities under the direction of the teacher<br>• To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid.<br>• To assist with the preparation, maintenance and control of stocks of materials and resources.<br>• Assist with the development and implementation of IEP/EHCPss<br>• Liaise with other staff and provide information about pupils as appropriate<br>• To assist with the display and presentation of pupils' work<br>• To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities<br>• To assist with escorting pupils on educational visits.<br>• To assist children in selecting their meal and sitting in an appropriate place in the dining hall, sandwich room.<br>• To assist children with eating their meal if applicable.<br>• To clear tables when meals are finished and clear up any associated spillages.<br>• To enforce the necessary sanctions for maintaining good order.<br>• To administer basic first aid as required.<br>• To keep daily records of first aid administered, behaviour and sanctions employed, together with any other relevant records that may be needed.<br>• Where necessary and appropriate to lead games and activities with the children. |
| **General** | • To understand and apply school policies in relation to health, safety and welfare<br>• Attend relevant training and take responsibility for own development<br>• Attend relevant school meetings as required<br>• To respect confidentiality at all times<br>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. |

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| | • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace<br>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy<br>• The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.<br><br>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade. |

**LEARNING SUPPORT ASSISTANT (B)**

| General heading | Detail | Examples |
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| **Qualifications & Experience** | Specific qualifications & experience | Successful experience working with children in a school/early years environment<br>Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience<br>Completion of DCSF induction programme |
| | Knowledge of relevant policies and procedures | Basic knowledge of First Aid and understanding of the School |
| | Literacy | Good reading and writing skills |
| | Numeracy | Good numeracy skills |
| | Technology | Knowledge of basic ICT to support learning |
| **Communication** | Written | Ability to write basic reports |
| | Verbal | Ability to use clear language to communicate information unambiguously<br>Ability to listen effectively |
| | Languages | Overcome communication barriers with children and adults |
| | Negotiating | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | Understand and implement the school's behaviour management policy |
| | SEN | Ability to understand and support children with developmental difficulty or disability |
| | Curriculum | Good understanding of the school curriculum<br>Knowledge of literacy/numeracy strategies |
| | Child Development | Good understanding of the general aspect of child development<br>Ability to assess progress and performance |
| | Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Understand the role of others working in and with the school<br>Understand and value the role of parents and carers in supporting children |
| | Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| | Team work | Ability to work effectively with a range of adults |
| | Information | Know when, how and with whom to share information |

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| | | Ability to follow instructions accurately |
| **Responsibilities** | Organisational skills | Good organisational skills<br>Ability to remain calm under pressure |
| | Line Management | Ability to support the work of volunteers and other teaching assistants in the classroom |
| | Time Management | Ability to manage own time effectively |
| | Creativity | Demonstrate creativity and an ability to resolve routine problems independently |
| **General** | Equalities | Awareness of and commitment to equality |
| | Health & Safety | Basic understanding of Health & Safety |
| | Child Protection | Understand and implement child protection procedures |
| | Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| | CPD | Be prepared to develop and learn in the role |