



TITLE: Learning Support Assistant - Level 1

GRADE: Scale D (SCP 5-6)

1. PURPOSE AND SCOPE

Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of students, including more specialised support for those with special education needs, enable access to learning for students and assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or in other teaching areas.

2. ORGANISATIONAL RELATIONSHIPS

2.1 Responsible to the SEND Manager but works to and with a qualified teacher on a day to day basis.

2.2 Liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.

3. PRINCIPAL ACCOUNTABILITIES OR ACTIVITIES

Support for Students

3.1 To attend to the personal and social needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience.

3.2 Under agreed school procedures, to give first aid/medicine and accompany sick children home, or to a health centre or hospital as necessary, or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist.

3.3 Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.

3.4 Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care programmes.

3.5 Promote inclusion and acceptance of students while encouraging constructive relationships within the classroom and with parents.

3.6 Provide feedback to students in relation to progress and achievement under the guidance of the teacher.

Support for Teachers

3.7 Assist with the planning of learning activities.

3.8 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students work.

3.9 Use strategies, in liaison with the teacher, to support students to achieve learning goals.

3.10 Monitor students' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.

3.11 Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their behaviour.

3.12 Administer routine tests and invigilate exams and undertake routine marking of students work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.

Support for the Curriculum

3.13 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to students' responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.

3.14 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use, including supporting the use of ICT in learning activities and developing student's competence in its use.

Support for the School

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

3.16 Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.

3.17 Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.

3.18 Assist with the supervision of students out of lesson times, including before and after school and accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

3.19 Undertake other similar activities that may fall within the grade and scope of the post as directed by the Head of School.

4. PERSON SPECIFICATION

Experience

Working with or caring for children of relevant age.

Qualifications/Training

Essential:

Good numeracy/literacy skills (minimum GCSE grade C/4 in Maths and English);

Desirable:

Level 2 or equivalent in teaching assistance or experience;

Training in the literacy/numeracy strategy;

First Aid training/training in specific medical procedures.

Knowledge/Skills

Essential:

Effective use of ICT to support learning;

Use of other equipment technology - video, photocopier;

Ability to relate well to children and adults;

Ability to self-evaluate learning needs and actively seek learning opportunities;

Basic understanding of child development and learning;

Desirable:

Knowledge of relevant policies/codes of practice and awareness of legislation;

General understanding of National Curriculum and other basic learning programmes;

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within