Job Description

Post title	Learning Support Assistant
Grade	Bexley 05
Responsible to	Assistant Head Teacher

Summary of the overall purpose of the job

To work under the instruction / guidance of teaching / senior staff to undertake education/ work / care / support programmes, to enable access to learning for children including those with an EHCP, to assist the teacher in the management of children and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key responsibilities and objectives of the job

- To assist with maintaining safety and care of all children in line with the EHCP and support plans
- To assist the class teacher in a range of duties to support specific children with Education Health Care Plans to ensure these children make progress in order to meet EHCP outcomes/individual targets
- To assist in development of the children's learning and provision of their care under the guidance of teaching staff/senior colleagues
- Assist teachers in ensuring all childrens' continuing educational development through establishing constructive relationships and contributing to Additional Support Plans.
- Assist teachers in fostering appropriate learning environments to ensure that childrens spend their school life in safe, tidy surroundings
- Prepare, maintain and use equipment/resources required to meet lesson plans/relevant learning activity and assist children's in this appropriate use
- To ensure accurate records and observations are made to inform next stage in learning which ensure all children make at least expected progress
- Administer routine assessments and tests and undertake routine marking of children's work to aid assessment
- To provide personal care and follow individual programme for children

Support for children

- Supervise and provide particular support for childrens ensuring their safety and encourage children to interact with others and to engage in activities led by the teacher
- Establish constructive relationships with children, and interact with them according to individual needs, promoting the inclusion/acceptance of all children
- To develop the children's speech, language and communication skills using a range of supportive strategies
- To aid effective learning and develop of cognition skills so that the children can develop their basic literacy and numeracy skills

- To develop the children's social and emotional skills so that communications can be developed with both children and adults
- To give support to children within the classroom and in the learning areas outside the classroom
- Provide feedback to the children in relation to progress and achievement (under guidance of the teacher)
- To actively encourage the development of the children's independence and self help skills; for example to encourage independent dressing,undressing and toiletting
- To develop the children's gross and fine motor skills
- Set challenging expectations and promote self-esteem and independence, providing feedback to childrens in relation to progress and achievement under guidance of the teacher
- Promote good behaviour for learning, dealing promptly with conflict and incidents in line with established policy, using training where given and encourage childrens to take responsibility for their own behaviour
- To develop a personal understanding of the specific needs of the children in class through own study
- To regularly support children at break and lunch playtimes
- Supervise children on visits/trips and out of school activities in accordance with your contract and under the supervision of the teacher
- To support difference and ensure all childrens have equal access to opportunities to learn and develop
- Assist with the supervision of childrens out of lesson times, including before and after school
- To undertake personal care duties for those children that require help

Support for teachers

- To assist the class teacher in the planning of suitable programmes for the childrens to achieve their EHCP outcomes and targets
- Create and maintain a purposeful, orderly and supportive learningenvironment, in accordance with lesson plans and assist with the classroom displays
- To make and assist with the preparation of materials and equipment for the children
- To implement structured learning activities/teaching programmes, adjusting activities according to children responses
- Provide detailed and regular feedback to teachers and parents on childrens' achievement, progress, issues etc. to ensure consistency of approach and to share successful strategies
- Support the use of IT in learning activities and develop the children's competence and independence in its use
- Administer routine assessment activities (including marking and feedback)
- To contribute to a system of recording children progress in conjunction with the class teacher and Inclusion Manager/SENCO
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children responses, recording achievement and progress and feeding back to the teacher.
- To participate in the evaluation of the support programmes
- Use strategies, in liaison with the teacher, to support childrens to achieve learning goals
- To provide information for more formal discussions and meetings with parents and outside agencies
- To care for and comfort the children in times of distress or difficulty in line with school safeguarding procedures and practices
- Supervise and assist with any toileting/medical needs as required

- To support the teacher to maintain the safety and well being of the children
- Attend meetings and discussions, which contribute to the overall ethos/work/aims of the school
- Work in harmony alongside existing staff and activities within the classroom

General Responsibilities

- To support and promote the school's ethos, aims and core values to promote the welfare, progress and continued development of the school and its children
- To collaborate in the evaluation of the effectiveness of the school's policies
- Meet obligations with respect to the school's system of performance management and commitment to the continued professional learning of all staff
- To promote equal opportunities in the school and to strongly believe that every child can succeed
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection; reporting all concerns to an appropriate person
- Carry out all duties with regard to the school's policies and codes of conduct
- Set high expectations of conduct, whilst acting as a good role model for others.
- Ensure that output and quality of work is of a high standard and complies with current legislation / standards.
- To support the school's commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably required by the Headteacher
- To attend training/CPD online training

NB: This job description reflects the core activities of the role and as the school and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt a flexible approach to work and be willing to participate in training.

If changes to the job become significant, the job description should be reviewed formally by the post-holder and line manager.

Person specification

Criteria	ESSENTIAL	DESIRABLE	HOW IDENTIFIED AND ASSESSED AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
• Good maths, English and communication skills	x		AP
• NVQ Level 2/3 or equivalent qualification for Teaching Assistants or equivalent qualifications or experience		x	AP
• Training in the relevant learning strategies, e.g. literacy		x	AP
• GCSE Grades A-C in both English and Maths		x	AP
• First Aid qualification		x	AP
• TEAM teach qualification		x	AP
Knowledge/skills			
• Effective use of IT to support learning and maintain up-to-date planning and records of achievement	x		AP/ I/ R
• Have a working-knowledge and understanding of child development and learning	x		AP/ I
• Ability to self evaluate learning needs and actively seek learning activities.	x		AP/ I
• Ability to relate well to children and adults	x		I/ AS
• Work constructively as part of a team	x		AP/ I
• Be able to effectively support and assist children to develop their self-esteem and confidence	x		AP/ I
• Be able to communicate effectively with a wide range of people	x		AP/ I
• Have a general understanding of national curriculum and other basic learning programmes and/strategies – key factors that affect childrens learning and progress	x		AP/I/ AS
• Be organised and efficient with paperwork and filing	x		I
• Knowledge of B Squared Assessment system		x	AP/ I
• know how to use ICT to support their professional activities		x	AP/ AS/I
• Ability to read, write & understand basic reports	x		AS/I
Experience			
• Working with or caring for children of relevant age	x		AP/I
• Experience of working in a school environment	x		AP/I
• Working with children with SEND	X		AP/I
Personal characteristics/other requirements			
A commitment to inclusive education	X		I

Evident enjoyment in working with children and their families	X		SS/I/T
Personal impact and presence	X		I/LO
Vision, imagination and creativity	X		I
Determination to succeed and the highest possible expectations of self and others	X		SS/I
Adaptability to changing circumstances and new ideas	X		SS/I
Good sense of humour	x		I/LO/T
Empathy towards children with SEND and understanding of different approaches for addressing challenging behaviour			
Good level of fitness to enable to fulfil demanding nature of job	X		I