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## Higher Level Learning Support Assistant - Cognition and Learning Unit

### Job Details

Grade: H4

**Contract Type:** Permanent, Full Time

**Reporting to:** Lead Teacher, Cognition and Learning Unit

**Location:** Cognition and Learning Unit, Morgans School, Hertford

### Main purpose

To work as part of a professional team within the **Cognition and Learning Unit**, to organise and support teaching and learning activities for pupils, including classes.

The Cognition and Learning Unit is a newly established, distinct provision within our established mainstream primary school, supporting approximately **12 pupils with complex additional needs**. Pupils will access highly personalised teaching within the Unit for the majority of the school week, alongside **planned and supported integration** into mainstream classes and activities for up to **50% of their learning time**.

The primary focus is to work with individuals and groups delivering specified work under the direction and supervision of the lead teacher. The individual provides specialist learning support for pupils identified as having learning difficulties, including complex and multiple special education needs, in a broad range of different learning situations and settings. The post holder also plans, organises and undertakes other related duties to fully support and underpin learning, personal and social development.

### Key responsibilities

1. Use teaching and learning objectives to plan, evaluate and adjust lessons/ work plans as appropriate within agreed systems of supervision.
2. Deliver specified work to individuals and small groups, modifying and adapting activities as necessary.
3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/ care professional.
4. Provide specialist support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties.

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**Collaboration Commitment Communication Confidence Craftsmanship Creativity Curiosity**



5. Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues.
6. Assess, record and report on development, progress and attainment.
7. Liaise with staff and other relevant professionals and provide specialist support/ advice to meet the needs of pupils.
8. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
9. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.

Additional Support Needs Assistants at this level may also undertake some or all of the following:

1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training.
2. Develop and implement individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews.
3. Support the role of parents/ carers in pupils' learning and contribute to meetings with parents/ carers to provide constructive feedback on pupil progress/achievement etc.
4. Contribute to the development of effective policies and procedures.
5. Supervise or manage the work and development of other classroom support staff.
6. Cover for class teacher for short periods eg meetings and PPA.
7. Be responsible for the preparation, maintenance and control of stocks of materials and resources.
8. Liaise with external agencies on a regular basis.
9. Provide pastoral care and support induction and transitions.
10. Advise and assist pupils in the proper use and deployment of personal and learning aids and equipment.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

### **Job Context**

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- Works under overall direction of teacher. Plans, prepares and delivers learning to individual groups, assesses records and reports on development, progress and attainment resolving all but the most complex problems independently.
- Contributes to planning and development of learning activities with teachers and responds to activity-related problems without referral to teachers.
- May be involved in planning, organising and developing Individual development plans for pupils (such as Individual educational plans).

### **Knowledge, Skills & Abilities**

- Demonstrate specialist knowledge and skills that are appropriate to providing specialist support to pupils with additional support needs. Eg ELKLAN, SCERTS, TEACCH
- Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g., additional needs, curriculum area), including planning, preparing and delivering learning activities to groups and classes.
- Knowledge at NVQ level 3 plus additional knowledge in specialist area; working at or towards professional standards for HLTA. Eg ELKLAN, SCERTS

- Developed skills for communicating with pupils, including those with additional learning needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/ carers, and other agencies.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.

### **Supervision**

- Works under the direction of the Lead Teacher.
- Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.
- Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility.
- May demonstrate own duties to new or less experienced staff.

### **Problems, Demands & Decisions**

- Working with individuals or small groups of pupils where work is regularly interrupted although this does not normally require switching from one activity to another.
- Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management, or through working with pupils with severe disabilities or extreme behavioural issues.

### **Dimensions**

- May handle small amounts of cash for example, when accompanying pupils on school trips.
- May be issued with a laptop/chromebook where appropriate, other equipment in use will likely be for short term use to aid teaching and learning.
- Responsible for the careful and safe use of equipment, including standard ICT equipment.
- Responsible for maintaining confidential pupil records.
- May be responsible for selecting and/ or ordering supplies, under direction and in liaison with the business and administration function.

### **Physical Effort**

- Combination of standing, sitting or walking.
- Requirement for standing for long periods and/ or working in awkward positions e.g., sitting on low chairs.
- Usually requires short periods of greater physical effort, such as manoeuvring pupils where necessary or assisting in physical activities.
- When working with pupils with severe physical disabilities or behaviour issues, may require regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues.
- Assembly and clearing away of equipment.

### **Working Environment**

- Work is normally carried out in the Unit or wider school environment, which may sometimes involve exposure to unpleasant conditions, including noise; outdoor working; verbal abuse.
- Some occasional support required to support pupils with toileting issues where nappies are being used.
- The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.