



Job Description

Job Title	Learning Support Assistant
Grade	Scale 4
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
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. To provide specialist/skilled support to pupils in a particular curriculum area or support pupils with severe needs.
Principal Accountabilities	Provide particular and skilled support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties OR Provide particular and skilled support to all pupils in a particular learning area (e.g. ICT, National Curriculum subject)
Duties	<ul style="list-style-type: none"> Working with whole classes, individuals or small groups of children under the direction of teaching staff Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate Establish positive relationships with pupils supported Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher Support pupils with activities which support literacy and numeracy skills Support the use of ICT in the classroom and develop pupils' competence and independence in its use To be involved in planning, organising and implementing IEP/EHCPs, including attendance at, and contribution to, reviews

	<ul style="list-style-type: none"> ● 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 ● Promote positive pupil behaviour in line with school policies and help keep pupils on task ● Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required ● Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher ● Take an active role in the preparation, maintenance and control of stocks of materials and resources ● Support learning by selecting appropriate resources/methods to facilitate agreed learning activities ● Attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid. ● Liaise with staff and other relevant professionals and provide information about pupils as appropriate ● To assist with the display and presentation of pupils' work ● To supervise pupils for limited and specified periods including break-times/lunchtimes when the postholder should facilitate games and activities ● To assist with escorting pupils on educational visits
<p>General</p>	<ul style="list-style-type: none"> ● To attend relevant training and meetings as required. ● To respect confidentiality at all times. ● To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager. ● To understand and apply Trust/school policies in relation to the health, safety, welfare and behaviour of pupils. ● To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace ● Ensure that all duties and services provided are in accordance with the Trust/School's Equal Opportunities Policy ● Adhere to GDPR requirements to safeguard data held across the Trust. ● The Trust & School Governing Committees are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share in this commitment

	<ul style="list-style-type: none">● EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being.● Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn.● 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.
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PERSON SPECIFICATION

Learning Support Assistant

General heading	Detail	Examples	Essential	Desirable
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience 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 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 Knowledge of literacy/numeracy strategies		
	Child Development	Good understanding of the general aspect of child development 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 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 Ability to follow instructions accurately		
Responsibilities	Organisational skills	Good organisational skills 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		