

Hazeldene School

Learning Support Assistant

Job Description and Person Specification



JOB DESCRIPTION

Post:	Learning Support Assistant
Responsible to:	Class Teacher/Assistant Head for Inclusion(SENDCo)/Headteacher
Grade:	2B points 3-5
Job purpose:	Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal and social, health and wellbeing needs of pupils in order to support their learning and development and to ensure their safety.

Main Responsibilities:

To assist in promoting the learning and personal development of pupils within the classroom to enable them to make best use of the educational opportunities available to them.

Duties

To aid pupils to learn as effectively as possible both in group situations and on their own by, for example:

- To attend to the educational, personal and social, health and wellbeing needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience (this may include personal care needs such as toileting, other hygiene needs, help with dressing and/or assisting with feeding if necessary).
- Under agreed school procedures, to give first aid/medicine where necessary; assist with programmes of special care such as occupational therapy, physiotherapy, hydrotherapy or speech therapy under the direction of the appropriate specialist.
- Clarifying and explaining instructions.
- Ensuring the pupil is able to use equipment and materials provided.
- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs.
- Assisting in areas of need, e.g. speech and language, literacy, numeracy, working memory and processing skills.
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task.
- Liaising with class teacher, SENDCo and other professionals about child's EHCP, contributing to the planning and delivery as appropriate.
- Providing additional nurture to individuals when requested by the class teacher or SENDCo in order to promote their self-help and independence.
- Consistently and effectively implementing agreed behaviour management strategies.
- Helping to make appropriate resources to support the pupil.
- To establish supportive relationships with the pupil concerned and their parents/ carers.
- Whilst there may be a specific requirement to support a named pupil or pupils with a Health Care Plan, support to other pupils may also be required, at the direction of the Headteacher/SENDCo.

To support the teachers including the following:

- To promote the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- To be realistic and aspirational in the expectations of what a child with SEND may be able to achieve.
- To work with parents, the class teacher and SENDCo to ensure that the child's voice is central to decision making and planning.
- To support the child, the class teacher and SENDCo in coproducing pupil passports and reviewing these at least termly.
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop resilience and self esteem.
- To mark pupils' work under the direction of the class teacher.
- To support the pupil in developing social skills both in and out of the Classroom.
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the pupil's learning and behaviour to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted.
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.
- Where appropriate, to know and apply positive handling techniques.
- To know and apply school policies on SEND, Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.
- To be aware of confidential issues linked to home/pupil/teacher/school.
- To contribute towards reviews of the pupil's progress as appropriate.
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties.
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc.
- To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Educational Visits Coordinator.
- To provide individual support, as required, during assessment sessions.
- To carry out the above duties in accordance with the Hazeldene School Equal Opportunities Policy.

General

- To attend relevant in-service and external training as and when required.
- To administer first aid or carry out simple medical procedures in line with School procedures.
- To attend and contribute to all school meetings as directed by the Headteacher.
- To develop activities to promote social interactions between pupils during break times.
- To successfully complete Safeguarding/ first aid/paediatric/food hygiene training as required.
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
- To carry out any other reasonable tasks in keeping with the post as specified by the Headteacher.

PERSON SPECIFICATION

Qualifications and Training

NVQ3 or equivalent

Experience

- Experience of working with children under the age of 11 in an educational setting.
- Experience of supporting children with a range of special educational needs.
- Experience of communicating with a wide range of people from different backgrounds.
- Experience of working 1:1 with a child.
- Experience of record keeping.

Knowledge, and Understanding

- Understanding of the educational, health, wellbeing and social needs of children.
- Working knowledge of Children's Passports for Learning/EHCPs.
- Basic knowledge of ICT to effectively support the pupils (or willingness to train).
- Understanding of the issues around safeguarding and behaviour in a school setting.
- A knowledge of some of the emotional, behavioural and social difficulties that may create a barriers to learning.

Skills and abilities

- An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development.
- The ability to develop an understanding of the educational, welfare and social needs of pupils
- Proven written and oral communication skills.
- Numeracy and literacy skills to effectively support the pupils.
- The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team.
- The ability to work with a range of professionals from external agencies.
- The ability to remain calm in challenging situations and to ask for help when needed.

Commitment

- A commitment to uphold the school's vision, values and staff code of conduct.
- A commitment to equal opportunities and assisting the school in raising achievement for all its pupils.
- A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner.
- A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required.