



# THE DOWNLEY SCHOOL

*"Learning, Growing and Succeeding Together"*

Baulkner Way, Downley, High Wycombe, Buckinghamshire HP13 5AL

01494 527033 Fax: 01494 474485 Email: [office@thedownleyschool.co.uk](mailto:office@thedownleyschool.co.uk)

Website: [www.downley.bucks.sch.uk](http://www.downley.bucks.sch.uk)

Interim Headteacher: Ms Leanne Dandridge



## 1:1 Learning Support Assistant Job Description

**Job Title:** Learning Support Assistant

**Hours of Work:** Fixed Term

**Working Days:** 5 days per week, working hours 8.30am – 3:30pm with a 30-minute unpaid lunch break.

**Responsible to:** Phase lead and SENDCO

**Grade:** Bucks Pay Range 1B.6 FTE, £23,996.00 pro rata for hours worked.

<b>Job Purpose</b>	<ul style="list-style-type: none"><li>Work with class teachers to raise the learning and attainment of pupils</li><li>Promote pupils' independence, self-esteem and social inclusion</li><li>Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement</li><li>Support children with Educational Healthcare Plans on a 1:1 basis when required to do so.</li></ul>
<b>Key Duties and Responsibilities</b>	<p><b>SUPPORT FOR PUPILS</b></p> <ul style="list-style-type: none"><li>Attend to the pupils' personal needs, and implement related personal programmes directed by line managers to include social, health, physical, hygiene and welfare matters.</li><li>Provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.</li><li>Follow Individual Pupil Profiles and Behaviour Management Plans and Personal Care programmes</li><li>Establish constructive relationships with pupils and interact with them according to individual needs</li><li>Promote the inclusion and acceptance of all pupils</li><li>Encourage pupils to interact with others and engage in activities led by the teacher</li><li>Set challenging and demanding expectations and promote self-esteem and independence</li><li>Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher</li></ul> <p><b>SUPPORT FOR TEACHERS</b></p> <ul style="list-style-type: none"><li>Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work</li><li>Use strategies (in liaison with the teacher, SLT and SENDCo) to support pupils to achieve learning goals</li><li>Monitor pupils' responses to learning activities and accurately record achievement and/or progress as directed</li><li>Provide regular feedback to teachers on pupils' achievement, progress, problems etc.</li><li>Undertake pupil record keeping as requested</li><li>Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li><li>Establish constructive relationships with parents/carers</li><li>Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.</li></ul>



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## SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feed back to the teacher/ Head and SENDCo
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

## CONTEXT

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including at lunchtime when appropriate
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

<b>Signature of Role Holder</b>	
<b>Name</b>	
<b>Date</b>	



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## PERSON SPECIFICATION

### Learning Support Assistant

	Essential	Desirable	Method of Assessment
<b>QUALIFICATIONS</b>			
GCSEs at grades 9 to 4 (A* to C) including English and Maths (or equivalent)	*		A I C
<b>EXPERIENCE/SKILLS</b>			
Experience of working with children in a school setting		*	A I R
Experience of leading learning activities (under supervision)		*	A I R
Excellent verbal, literacy and numeracy and active listening skills	*		A I C
Excellent organisation skills	*		A I R
Good IT skills – Microsoft Word, Excel, Powerpoint and MS email; including use of ICT to support learning	Word and Excel (basic)	Powerpoint (basic)	A I C
Ability to build effective working relationships with pupils and adults	*		A I R
Skills and expertise in understanding the needs of all pupils		*	A I
Knowledge of how to help adapt and deliver support to meet individual needs		*	A I
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		*	A I
Understanding of roles and responsibilities within the classroom and whole school context		*	A I
Understanding of effective teaching methods		*	A I



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Knowledge of how to successfully lead learning activities for a group children	*		A I
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	*		A I
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	*		A I
<b>PERSONAL QUALITIES</b>			
Be able to deal with sensitive situations with tact and diplomacy helping build good relationships with pupils (and staff and parents etc as required)	*		A I R
Considerable personal enthusiasm, energy, integrity and professionalism	*		A I R
A dynamic team member who works effectively with their co-workers, relates well to the children and can communicate effectively with parents/carers	*		A I R
Be flexible and open to change, enjoy working at a fast pace whilst maintaining professionalism / have a "can do"	*		A I R
attitude			
Be able to "juggle" competing priorities effectively whilst remaining calm	*		A I R
Be reliable in their time keeping and attendance	*		R
Be able to maintain confidentiality at all times	*		R
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	*		A I
Commitment to safeguarding pupil's wellbeing and equality	*		A I
<b>BEHAVIOUR AND OTHER RELATED CHARACTERISTICS</b>			
Commitment to self, team and school development	*		A I



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Work in ways that promote equality of opportunity, participation, diversity and responsibility	*		A I
Commitment to abide by and promote the School and ODBST Equal Opportunities, Health and Safety and Child Protection Policies	*		A I

**Key to Method of Assessment – A = Application; I = Interview and assessment; R = Reference; C = Certificate.**