

## JOB DESCRIPTION

**TITLE:** LEARNING SUPPORT ASSISTANT LEVEL 2

**POST HOLDER:**

**RESPONSIBLE TO:** SENCO

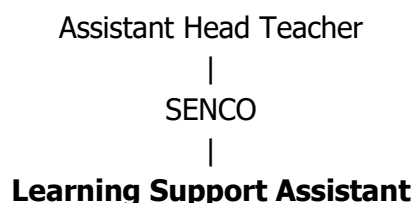
**GRADE:** L3

**PRO RATA BASIS:** 35 hours per week, 38 weeks per annum plus 5 training days

**PURPOSE OF POST:**

To work with class teachers and colleagues in the support for learning team, in all aspects of teaching and enhance learning opportunities for pupils.

**ORGANISATION CHART:**



**PRINCIPAL RESPONSIBILITIES:**

1. Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
2. Contribute to the planning of teaching and learning for the whole class and / or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting.
3. Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets (and Individual Educational Plans where relevant) keeping detailed records of individual progress through pupil tracking sheets for all classes, to monitor supported progress on a termly basis. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.

4. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
5. Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, and education welfare officers, to meet the personal and educational needs of individual pupils.
6. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies.
7. As required, lead specific aspects of teaching, learning and personal development, for example projects or activities.
8. Contribute to the order and cleanliness and organisation of the classroom environment.

**Generic responsibilities of all staff:**

1. To consistently uphold the school's aims and strive to attain school targets.
2. To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
3. To work with students within the framework of the school in a courteous, positive, caring and responsive manner.
4. To take an active and positive role in the school's commitment to the development of staff and review procedures.
5. To seek constantly to improve the quality of the school's provision
6. To present oneself in a professional way that is consistent with the values and expectations of the school.
7. To be responsible for promoting and safeguarding the welfare of children and young people.

**DIMENSIONS:**

|                                |  |
|--------------------------------|--|
| <b>Supervisory Management:</b> | Coaching Others                              |
| <b>Financial Resources:</b>    | N/A  |
| <b>Physical Resources:</b>     | Classroom materials, equipment and resources |
| <b>Other:</b>                  | N/A  |

**Physical Effort:** The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

**Working Environment:** There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

**Context:**

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**DBS**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

**The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

**'CVs will not be accepted for any posts based in Trusts'.**

## Person Specification: Learning Support Assistant Level 2

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria**

| Attributes                | Essential  | How Measured   | Desirable                                 | How Measured |
|---------------------------|--|--|---|--------------|
| <b>Experience</b>         | <p>Demonstrable experience of planning, monitoring and assessment of pupils work.</p> <p>Substantial experience of working in an educational setting.</p> <p>Some experience of working with people with a range of special needs and some experience of working with pupils for who English is an additional language.</p>  | <p>1,2</p> <p>1,2</p> <p>1,2</p>                           | Knowledge of language other than English. | 1,2          |
| <b>Skills / Abilities</b> | <p>Able to contribute constructively to and work effectively as a member of a team.</p> <p>Able to use own initiative in working with parents / carers and the child's community within an agreed framework of policies and procedures.</p> <p>Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals etc.</p> <p>Able to keep accurate records and use these to form judgements.</p> <p>Able to support learning in numeracy at relevant Key Stage.</p> | <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p> |   |              |

|                               |   |                                      |   |  |
|-------------------------------|---|--------------------------------------|---|--|
|                               | Information technology skills in word processing, the use of databases and spreadsheets to support record keeping and children's learning.  | 1,2,5                                |   |  |
| <b>Equality Issues</b>        | <p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the issues for pupils' education in an urban, multi-cultural context.</p>   | <p>1,2</p> <p>1,2</p>                |   |  |
| <b>Specialist Knowledge</b>   | <p>Demonstrable knowledge of how pupils learn including some knowledge of how pupils acquire a second or additional language.</p> <p>Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management.</p> | <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p> |   |  |
| <b>Education and Training</b> | Able to commit to relevant job training.  | 1,2                                  | <p>EAL/ESL training and/or experience.</p> <p>NVQ in children Level 3, NNEB or equivalent qualification.</p> <p>GCSE English and Mathematics.</p> | <p>1,2,4</p> <p>1,2,4</p> <p>1,2,4</p> |
| <b>Other Requirements</b>     | <p>Ability to work flexibly to meet the needs of the school and the position.</p> <p>Willing to be responsive to the demands of a changing environment.</p> <p>Willingness to undertake further work related training.</p>  | <p>1,2</p> <p>1,2</p> <p>1,2</p>     |   |  |



|  |   |     |  |  |
|--|---|-----|--|--|
|  | Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes. | 1,2 |  |  |
|--|---|-----|--|--|

(1 = Application Form    2 = Interview    3 = Test    4 = Proof of Qualification  
5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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