



REDBRIDGE ALTERNATIVE PROVISION

JOB DESCRIPTION

Learning Support Assistant

Salary/Scale Point: LBR 3 Scale Point 5-6 (£29,436 – £29,856 FTE)

Contract type: Permanent 36 hours per week, 44.26 weeks per year. (approx. £23,252 - £23,690 actual)

Reporting to: Senior Leadership Team

Main purpose

- To work under the direct instruction and guidance of the Teachers, Instructors and Senior Leadership Team to undertake work, care and/or support programmes, to enable access to learning for pupils.
- The Learning Support Assistant role is to support access to learning for pupils and to assist the teacher in the management of pupils, resources and the classroom environment.
- Work may be carried out in the classroom or outside the main teaching area.

Main duties/responsibilities

1. Support for Pupils:

- Supervise and provide support for pupils ensuring their safety and access to learning;
- Establish constructive relationships with pupils and interact with them according to individual needs;
- Promote the inclusion and acceptance of all pupils;
- Encourage pupils to interact with others and engage in activities led by the teacher;
- Set challenging and demanding expectations and promote self-esteem and independence;
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Under guidance of the teachers adapt planning provided by the teacher in order to better meet the needs of identified children;

2. Support for Teachers:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work;
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals;
- Assist with the planning of learning activities;
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed;
- Provide regular feedback to teachers on pupils' achievement, progress, problems, etc.;
- 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;
- Establish constructive relationships with parents/carers;
- Provide administrative support to class teacher, e.g. photocopying, filing.

3. Support for the Curriculum:

- With guidance from teachers, undertake structured and agreed learning activities, adjusting activities according to pupil responses;
- Support pupils in respect of local and national learning strategies, e.g. literacy, numeracy, early years and appropriate key stages;
- Support the use of ICT in learning activities;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4. Support for the School

- Be aware of and comply with school policies and procedures, specifically those 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 and aims of the school;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings both during and after the school day 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 before and after school and at lunchtime;
- 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;
- To undertake such other duties that may be required to meet the needs of the school.

5. Strengthening Community

Contribute to:

- Ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- Developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- Building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- Promoting the concept of lifelong learning and family engagement with learning through partnership.

General

- To meet deadlines and manage workload effectively
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- 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 School's Equal Opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school.
- The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school records and information.

- The post holder must carry out their duties with full regard to the Schools Code of Conduct, Child Protection Policy and all other Policies.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school.

CRITERIA	QUALITIES
Qualifications and training	<p>Numeracy and literacy qualification at NVQ Level 1 or equivalent</p> <p>Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study, etc.</p>
Experience, knowledge & skills	<p>Recent experience of working in a school setting. SEMH/AP experience is necessary.</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Computer literacy: ability to carry out a variety of general ICT tasks,</p> <p>Experience of working with pupils' families and professionals working with them</p> <p>Displays commitment to the protection and safeguarding of children and young people, and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</p>
Personal qualities	<p>Ability to communicate clearly and concisely, orally and in writing with a wide range of people.</p> <p>Evidence of well-developed interpersonal skills. Ability to communicate both verbally and in writing demonstrating tact and professionalism to develop good relationships within and outside the school.</p> <p>Ability to demonstrate a flexible attitude and approach to tasks.</p> <p>Commitment to safeguarding and promoting the welfare of children and young people.</p> <p>Willingness to undergo appropriate checks, including enhanced DBS checks.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with pupils and parents.</p> <p>Ability to form and maintain good professional relationships with families, staff and other professionals.</p> <p>Emotional resilience when working with challenging behaviours and attitudes to use of authority and maintaining discipline.</p> <p>A willingness to demonstrate commitment to the values and ethos of Redbridge Alternative Provision.</p>