

Hull Collaborative Academy Trust

Job Description

Post title Learning Support Assistant – Level 1

Reports to Assistant Headteacher

Grade 3

Main Purpose of the Post

1. To work under the direct instruction of teaching/senior staff within and outside the classroom to:
 - Support access to learning for pupils
 - Provide effective, general and specific support to the teacher in the management of pupils and the classroom as required

Main Duties and Responsibilities

Support for pupils

1. Attends to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
2. Supervises and supports pupils ensuring their safety and access to learning
3. Establishes good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
4. Promotes the inclusion and acceptance of all pupils
5. Encourages pupils to interact with others and engage in activities led by the teacher
6. Encourages pupils to act independently as appropriate

Support for Teachers

7. Prepares classroom as directed for lessons and clear afterwards and assists with the display of pupils work
8. Be aware of pupil problems/progress/achievements and report to the teacher as agreed
9. Supports the teacher in managing pupil behaviour, reporting difficulties as appropriate
10. Undertakes pupil record keeping as requested
11. Gathers/report information from/to parents/carers as directed
12. Provides clerical/admin. support e.g., photocopying, typing, filing, collecting money etc.

Support for the curriculum

13. Supports pupils to understand instructions
14. Supports pupils in respect of local and national learning strategies e.g., literacy, numeracy, KS3, early years, as directed by the teacher

15. Supports pupils in using basic ICT as directed
16. Prepares and maintains equipment/resources as directed by the teacher and assists pupils in their use.

Support for the school

17. Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
18. Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop
19. Contributes to the overall ethos/work/aims of the school
20. Appreciates and support the role of other professionals
21. Participates in training and other learning activities and performance development as required and attends relevant meetings as required
22. Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime
23. Accompanies teaching staff and pupils on visits, trips and out of school activities as required

Responsibility

1. Responsibility for Staff:

None

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher responsibility for an identified group of pupils.

3. Responsibility for Budgets:

None.

4. Responsibility for Physical Resources:

Safe use, moving and storage of all equipment used in the course of the role.

Decision Making

1. Makes routine decisions when supporting students in the classroom under the direction of the teacher.
2. Decides when to ask for support from other teachers or senior staff.

Contacts and Reason for the Contact:

1. Within the school:

Responsible for pupils in their daily care, colleagues within the school, parents and carers.

2. Within the Trust

Educational support staff and educational support services

Other schools and educational establishments

3. With External Bodies to the Trust

Public Services

Community Representatives

Local Authority

Risks to health

Low physical demands

Normal working conditions with some occasional rudeness and confrontational behaviour from pupils and very rarely parents.

Moderate emotional demands like occasional support for vulnerable students at risk; regular support for students with additional needs when they may put emotional demands on the post holder.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2) Safeguarding Level 1 Bespoke training relevant to role	A F A F	Level 2 TA qualification	A F
EXPERIENCE	Experience of working with or caring for children of relevant age Effective use of ICT to support teaching and learning	A F R/I		
KNOWLEDGE	Knowledge and commitment to safeguarding and promoting the welfare of children and young people Working knowledge of ICT including use of IPad, Microsoft Office and email	R/I R/I		
SKILLS	Ability to be flexible to adapt to changing workload demands and new school challenges Motivation to work with children and young people Competent ICT skills	R/I R/I R/I		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
SKILLS CONT ...	<p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people</p> <p>Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team</p> <p>Effective communication skills to model good practice for pupils and stakeholders</p> <p>Highly competent written skills, including spelling and grammar , including use of ICT</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p>		
OTHER REQUIREMENTS AND BEHAVIOURS	<p>Maintains high levels of confidentiality at all times</p> <p>Makes a commitment to the wider life of the school</p> <p>Ability to present a smart professional image in line with the Dress Code of the School</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>AF</p>		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>Engage in additional training and development including being proactive in identifying own development needs</p> <p>Self-motivation and personal drive to complete tasks to the required time scales and quality standards</p> <p>Strives for excellence and ways to improve their own performance and the performance of the school</p>	AF AF		

*Key: AF=application form; I=interview; T=test; P = presentation; R = references