



Job Description



Job Title	Learning Support Assistant
Grade	Grade 3 (SCP3-4)
Responsible to:	SENCO, Phase Leader, or other designated manager
Responsible for:	Not applicable
Working weeks:	39 working weeks during term time.

Core Purpose:

- Assist in the educational, personal and social development of designated students under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENDCO, phase leaders and class teachers)
- Support students by adopting relevant strategies and techniques to enable them to access the curriculum, engage with their learning and achieve their full potential.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Deliver measurable impact on pupil attainment as well as social and emotional well-being.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- The duties of the Teaching Assistant will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and pupil(s) being supported. This may involve working in small groups or on a 1:1 basis and may include supporting pupils with an Educational Health Care Plan (EHCP).

Legal and Statutory Requirements

The (job title)'s professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation
- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)

Main Activities

Supporting Learning

Under the direction of the class teacher, support and supervise pupils undertaking designated activities in a group or on an individual basis and to assist their learning and development by:

- Clarifying and explaining instructions.
 - Facilitating the use of appropriate scaffolding for learning
 - Mediating language as required
 - Implementing specific strategies identified on individual support plans or EHCPs
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all pupils and encouraging their participation and independence.
 - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
 - Nurturing the development of emotional literacy and social communication skills.
 - Encouraging and building pupil resilience and self-esteem
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Assist with the development and implementation of individual plans and programmes, including EHCP, IEP and behaviour plans.
- Provide classroom support in the teacher's absence for short periods of time.
- Support independent learning and inclusion of all pupils and provide feedback to pupils in relation to progress and achievement.
- Support the teacher in behaviour management, effective use of positive behaviour management techniques and strategies with support where required. Encourage pupils to take responsibility for their own behaviour.
- 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.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Resources

- Prepare and clear up the learning environment including displays and the presentation of pupil's work.
- May handle small amounts of cash e.g. for school visits.
- Photocopying, filing, and preparing resources for lessons as directed by the teacher.

Exams, educational visits and other supervision

- Invigilating exams and tests.
- Escorting pupils on educational visits.
- Assisting with break time supervision including facilitating games and activities.

Personal and welfare support

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, assist pupils with dressing, hygiene and eating whilst encouraging independence.
- Supporting pupils emotional and social well-being, reporting any problems to the teacher.

Systems, policies and procedures

- Contribute to maintaining a safe environment.
- Be familiar with and implement staff codes of conduct and relevant school policies including those relating to inclusion, behaviour and homework.
- Carrying out the responsibilities of the post with due regard to the Academy's policies, organisation and arrangements, including (but not exclusively) those relating to Child Protection / Safeguarding, Health and Safety at Work, Data Security & Confidentiality and Equality.
- Responsible for the careful and safe use of equipment.
- Undertake training, networking and professional development as required by the school.

Team involvement

- Demonstrating own duties to new or less experienced staff.
- Performing such other duties as may be required from time to time.

Building relationships

- Establish constructive relationships and communicates with pupils to support learning and development and encourage acceptable behaviour.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- Promote the inclusion and acceptance of all pupils, staff and stakeholders.

Record keeping and information management.

- Contribute to basic monitoring, evaluating and assessment of pupil progress.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.

Other

- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/ reporting all concerns to the appropriate person and disclosures to the relevant professional.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall vision and values of Stour Vale Academy Trust;
- Attend and participate in meetings, training and other learning activities and performance development as required;
- Any other duties commensurate with the duties/responsibilities/grade of the post

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Personnel Specification



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Grade	Grade 3 (SCP3-4)
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No	Categories	Essential	Desirable
QUALIFICATIONS			
1.	NVQ level 2 in Maths and English (or equivalent), and / or qualified or willing to become qualified to Level 2 Teaching Assistant.	◆	
2.	training in relevant learning strategies		◆
3.	First Aid training		◆
EXPERIENCE			
4.	Experience working with children individually and in groups	◆	
5.	Experience of working with children across the range of ages served by the school	◆	
6.	Experience with SEND children and challenging behaviour	◆	
7.	Experience of running intervention programmes		◆
ABILITIES, SKILLS & KNOWLEDGE			
8.	Able to support to pupils' learning on a one-to-one basis, or in groups, including the provision of specialist support for SEND students, as appropriate.	◆	
9.	An understanding of learning and the process of learning	◆	
10.	IT and keyboard skills to support learning and allow record keeping.	◆	
11.	An understanding of safeguarding	◆	
PERSONAL QUALITIES			

12.	Ability to relate well to adults and pupils	◆	
13.	Ability to organise self and others	◆	
14.	A calm, positive nature	◆	
15.	Commitment to safeguarding and promoting the welfare of children and young people	◆	
16.	Genuine respect for others and desire for equality of opportunity and diversity	◆	
17.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these	◆	
18.	Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise	◆	
19.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust	◆	