

Job Description:	Learning Support Assistant (one-to-one)
Salary:	NJC Scale 2/3 (SCP 3-6) Full time equivalent £28,617-£29,856 per annum. Pro rata actual starting salary £21,589 per annum.
Job Type:	32.5 hours per week. Permanent, 38 weeks per year, Permanent
Reporting to:	Phase Leader/SENCO

Purpose of the job

The main responsibility of the role will be to assist a pupil with complex needs on a one-to-one basis, the role holder will be the main staff support, enabling the pupil to build confidence and reach their full potential through implementing Education Health Care Plan (EHCP) targets. The role holder will use their experience and expertise to develop the social and emotional welfare of the child as well as providing practical support in day to day tasks including dressing, toileting and hygiene.

The role of an LSA also includes working under guidance of teaching staff: implement work programmes to individuals/groups this could include those requiring detailed and specialist knowledge in particular areas; assist in whole planning cycle and management/preparation of resources; provide cover for whole classes for short periods under an agreed system of supervision.

Job Specification

Main Responsibilities

To work under the leadership and supervision of teaching/senior staff to undertake work/care/support programmes, working with individuals/groups to enable access to learning for pupils, including those with special needs, to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

- To assist teachers in ensuring all pupils' continuing educational development through establishing constructive relationships and contributing to Individual Education/Behaviour Plans.
- To assist teachers in fostering attractive learning environments to ensure pupils spend their school life in stimulating surroundings.
- To prepare, maintain and use equipment/resources required to supporting the learning of children with a recognised SEN need or Education Health Care Plan.
- To ensure accurate records and observations are kept so that pupils receive the maximum benefit from their education.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

Support for Pupils

- Supervise and provide support for pupils, with special educational needs, ensuring their safety and encourage pupils to interact with others and to engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence, providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Establish constructive relationships with pupils, acting as a role model, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils.
- 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.

- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Promote the inclusion and acceptance of all pupils.
- Work closely with the SENCO in developing positive support strategies for targeted children to promote maximum engagement in the curriculum.
- Work alongside the SENCO and closely with external professionals in supporting targeted children with special educational needs

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.
- Assist with the planning of learning activities, monitoring pupils' responses to these, accurately recording achievement/progress and report to the teacher as agreed.
- Use strategies, in liaison with the teacher and SENCO, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Establish constructive relationships with parent/carers.
- Provide clerical and administration support for teacher, e.g., photocopying, filing, collecting money etc when requested.
- Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
- Provide emergency cover for sessions as required.

Support for the Curriculum

- Undertake/implement structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses and needs.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Support pupils in undertaking literacy and numeracy tasks as directed by the teacher.
- Monitor and arrange orderly and secure storage of supplies.
- Prepare, maintain, and operate everyday equipment to support learning in accordance with instructions.
- To implement strategies to support learning based on the advice of external professionals and the SENCO.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, reporting all concerns to the appropriate person as agreed.
- Assist with the supervision of pupils out of lesson times, including before and after school.
- 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.
- Attend weekly meetings and discussions, which contribute to the overall ethos/work/aims of the school.
- Awareness of the school's educational and behavioural policies for developing pupils.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the work of other professionals.
- Participate in training and other learning activities and performance development as required.

Equality

- Ensure implementation and promotion in employment and service delivery of the School's equal opportunities policies and statutory responsibilities.
- Langley Park Primary School is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- Langley Park Primary School has due regard to eliminate discrimination, advance equality of opportunity and foster good relations between all parties.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

An LSA is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.

- uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to the professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Must have proper and professional regard for the ethos, policies, and practices of the school in which they work and maintain high standards in their own attendance and punctuality.

This job description may be reviewed annually. In addition, it may be amended at any time after consultation with you.

Person specification –

Qualifications and experience

- Experience of assisting a child in personal care/toileting/hygiene.
- Experience with or caring for children in EYFS/KS1/KS2.
- School based experience of working with pupils with additional needs.
- GCSE level (Grade C or above) in English and Maths or strong numeracy and literacy skills.
- NVQ Level 2 or equivalent for Teaching Assistants or equivalent qualifications or experience. Or willingness to complete.
- Experience of working with external agencies in supporting children with additional needs. (desirable)
- Experience of delivering small group intervention programmes for children. (desirable)
- Specialist training (disability and / or learning difficulties) (desirable)
- First Aid Training (desirable)

Knowledge & Skills

- Experience of supporting a child/children with complex needs.
- Understanding of relevant policies / codes of practice in education.
- Understanding of barriers faced by pupils with additional needs in the classroom.
- Understanding of a range of classroom strategies in supporting children with additional needs.
- General understanding of national curriculum (KS1) and other basic learning programmes / strategies.
- Use of other equipment technology – tablets, photocopier, etc.
- Basic understanding of child development and learning.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Effective use of ICT to support learning. (desirable)
- Knowledge of the current SEN Code of Practice. (desirable)

Personal Qualities

- Good communication skills.
- Evidence of good organisational skills.
- Self-motivated and hard working.
- A commitment to promoting the welfare and safeguarding of children.
- A commitment to inclusion.
- Calm, patient and an appreciation of a sense of humour.
- Ability to relate well to children and adults.
- Team player.
- Flexible attitude.