

The Alderton Infant School
 Alderton Hall Lane
 Loughton IG10 3HE
www.efspt.org

EPHING FOREST SCHOOLS PARTNERSHIP TRUST



CEO: Graham Clifford, email: gclifford@efspt.org | CFO: Karen Salmons, email: ksalmons@efspt.org

Job Description

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| Job Title | Learning Support Assistant |
| Grade | Scale 3 |
| Reports to | Headteacher, Class Teacher, SENCO, Senior LSA |
| Responsible for | Other learning assistants. |
| Liaison with | Teaching staff, support staff, Headteacher, pupils. |
| Job Purpose | To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and Trust/school policies and procedures. |
| Principal Accountabilities | <ul style="list-style-type: none"> Working with individuals or small groups of children under the direction of teaching staff Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate. |
| Duties | <ul style="list-style-type: none"> Establish positive relationships with pupils supported. Support pupils with activities which support literacy and numeracy skills Support the use of ICT in the classroom and develop pupils' competence and independence in its use Promote positive pupil behaviour in line with school policies and help keep pupils on task Interact with, and support pupils, according to individual needs and skills Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour Monitor and record pupil activities as appropriate writing records and reports as required |

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| | <ul style="list-style-type: none"> ● Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher ● To support learning by arranging/providing resources for lessons/activities under the direction of the teacher ● To attend to pupils’ personal needs including help with social, welfare and health matters, including minor first aid. ● To assist with the preparation, maintenance and control of stocks of materials and resources. ● Assist with the development and implementation of IEP/EHCPs/One Plans ● Liaise with other staff and provide information about pupils as appropriate ● To assist with the display and presentation of pupils’ work ● To supervise pupils for limited and specified periods including break-times/lunchtimes when the postholder should facilitate games and activities ● To assist with escorting pupils on educational visits. |
| <p>General</p> | <ul style="list-style-type: none"> ● To attend relevant training and meetings as required. ● To respect confidentiality at all times. ● To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager. ● To understand and apply Trust/school policies in relation to the health, safety, welfare and behaviour of pupils. ● 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 Trust/School’s Equal Opportunities Policy ● Adhere to GDPR requirements to safeguard data held across the Trust. ● The Trust & School Governing Committees are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share in this commitment ● EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being. ● Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn. |

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| | <ul style="list-style-type: none">• The duties above are neither exclusive nor exhaustive, and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade. |
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PERSON SPECIFICATION

Learning Support Assistant

| General heading | Detail | Examples | Essential | Desirable |
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| Qualifications & Experience | Specific qualifications & experience | Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Completion of DCSF induction programme | | |
| | Knowledge of relevant policies and procedures | Basic knowledge of First Aid and understanding of the School | | |
| | Literacy | Good reading and writing skills | | |
| | Numeracy | Good numeracy skills | | |
| | Technology | Knowledge of basic ICT to support learning | | |
| Communication | Written | Ability to write basic reports | | |
| | Verbal | Ability to use clear language to communicate information unambiguously Ability to listen effectively | | |
| | Languages | Overcome communication barriers with children and adults | | |
| | Negotiating | Consult with children and their families and carers and other adults | | |
| Working with children | Behaviour Management | Understand and implement the school's behaviour management policy | | |
| | SEN | Ability to understand and support children with developmental difficulty or disability | | |
| | Curriculum | Good understanding of the school curriculum Knowledge of literacy/numeracy strategies | | |
| | Child Development | Good understanding of the general aspect of child development Ability to assess progress and performance | | |
| | Health & Well being | Understand and support the importance of physical and emotional wellbeing | | |

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| Working with others | Working with partners | Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children | | |
| | Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | | |
| | Team work | Ability to work effectively with a range of adults | | |
| | Information | Know when, how and with whom to share information Ability to follow instructions accurately | | |
| Responsibilities | Organisational skills | Good organisational skills Ability to remain calm under pressure | | |
| | Line Management | Ability to support the work of volunteers and other teaching assistants in the classroom | | |
| | Time Management | Ability to manage own time effectively | | |
| | Creativity | Demonstrate creativity and an ability to resolve routine problems independently | | |
| General | Equalities | Awareness of and commitment to equality | | |
| | Health & Safety | Basic understanding of Health & Safety | | |
| | Child Protection | Understand and implement child protection procedures | | |
| | Confidentiality /Data Protection | Understand procedures and legislation relating to confidentiality | | |
| | CPD | Be prepared to develop and learn in the role | | |