

LEARNING SUPPORT ASSISTANT LEVEL 1

Responsible to: Assistant Headteacher - Inclusion

Grade: NJC Level 2 Point 4-5

Hours/Weeks: 30 hours per week / 39 weeks per year

PURPOSE OF POST: The Learning Support Assistant may be deployed to support pupils and staff through the provision of general assistance in the classroom and the school, or to support a child with specific needs (e.g. behavioural difficulties/ or English as an additional language).

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Provide support in the classroom to individuals/groups of pupils as directed by the class teacher/line manager (e.g. IEPs, care plans etc.)
2. Follow and implement the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
3. Provide support for learning in the classroom as directed by the class teacher/line manager and help to maintain the order and cleanliness of the classroom environment.
4. Assist in the supervision of pupils during the working day.
5. Assist in classroom preparation.
6. Under the direction of the Line Manager/SENDCo/Headteacher develop and maintain supportive relationships with parents, carers and others of the pupil's community.
7. Keep records and provide feedback to teaching and other staff on pupils' behaviour and progress.
8. Maintain and respect confidentiality.

Generic Responsibilities of all staff

- 1 To consistently uphold the school's aims and strive to attain school targets.
- 2 To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
- 3 To work with students within the framework of the school in a courteous, positive, caring and responsive manner
- 4 To take an active and positive role in the school's commitment to the development of staff and review procedures.
- 5 To seek constantly to improve the quality of the school's provision.
- 6 To present oneself in a professional way that is consistent with the values and expectations to the school.
- 7 To be responsible for promoting and safeguarding the welfare of children and young persons.

The Chiltern Learning Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Safeguarding Children

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Learning Support Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs and would be involved in promoting the acceptance and integration of pupils with English as a second language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

Disclosures are handled in accordance with the DBS Code of Practice, which can be accessed via www.disclosure.gov.uk

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.'

LEARNING SUPPORT ASSISTANT LEVEL 1

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria				
Attributes	Essential	How Measured	Desirable	How Measured
Experience				
Skills/Abilities	Demonstrable ability to communicate effectively with children and adults. Basic numeracy to support the learning needs of pupils at the relevant Key Stage. Basic literacy to support the learning needs of pupils at the relevant Key Stage. Able to work as a member of a team. Able to contribute to the support of children in all areas of personal development. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2 1,2,5 1,2,5 1,2 1,2 1,2,5		
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2 1,2		
Specialist Knowledge			An appreciation of the ways in which children learn	1,2
Education and Training	Willing and able to undertake training and development activities as required.	1,2		
Other Requirements	Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the posts.

The Job-holder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities

- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.