



JOB DESCRIPTION

Learning Support Assistant

Purpose of Job

To assist teachers in a range of duties to support the educational needs of identified pupils in the class, with particular emphasis on inclusion; to ensure pupils make accelerated progress on targeted areas. The job or duties may vary or be amended from time to time without changing the level of responsibility associated with the post.

The ideal candidate will have experience of working with children aged 4 to 11 years, including children with a wide range of SEND

Responsibilities of the post:

The Learning Support Assistant's (LSA) main role is to support the learning of all pupils. Ensuring all pupils can integrate as fully as possible in the learning activities provided. Keep all children safe by carefully considering the environment and actions of all persons and intervening or making adaptations as needed. Support pupils develop social skills in all aspects of the school day including during the lunchtime period. Communicate effectively with colleagues, parents and other professionals, working together to support all children.

Specific Duties

Support for Pupils

1. Supervise and provide particular support for pupils, ensuring their safety and access to learning activities.
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. (This may include providing intimate care such as changing nappies.)
3. Establish constructive relationships with pupils and interact with them according to individual needs, maintaining respect, consistency and consideration.
4. Motivate and encourage pupils to access the full learning opportunities provided.
5. Support pupils in interacting with others and engage in activities led by the teacher.
6. Set challenging and demanding expectations and promote self-esteem and independence.
7. Develop appropriate resources and plan activities to support pupils
8. Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
9. Assist with the planning and delivery of interventions.
10. Liaise with parents and carers under the guidance of the teacher.
11. Support pupils during their lunch break, promoting table manners, cutlery skills and social skills both in the dining area and in the playground.

Support for Teachers

12. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
13. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.

14. Assist with the planning of learning activities.
15. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
16. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
17. 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.
18. Administer routine tests, invigilate assessments and undertake occasional marking of pupils' work.
19. Provide clerical/admin support, e.g. photocopying, typing, filing, administering homework etc.

Support for the Curriculum

20. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
21. Undertake programmes linked to local and national learning initiatives (e.g. Maths No Problem, Early Years recording of achievement and progress, Times Tables) and feed back to the teacher.
22. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
23. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School

24. Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
25. Contribute to the overall ethos/work/aims of the school.
26. Appreciate and support the role of other professionals
27. Attend and participate in relevant meetings as required.
28. Participate in training and other learning activities and performance development as required.
29. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
30. 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.

Person Specification for LSA

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and Training	<ul style="list-style-type: none"> • Good numeracy/literacy skills • NVQ L2 for Teaching Assistants (or equivalent Early Years qualification) 	<ul style="list-style-type: none"> • First Aid Training • Training in specific interventions such as Talk Boost, Catch-Up literacy, PECs
Experience	<ul style="list-style-type: none"> • Worked with children in an educational setting 	<ul style="list-style-type: none"> • Worked with children in a primary school setting. • Supported children with specific SEND needs including ASD
Qualities, Skills, Knowledge and Abilities	<ul style="list-style-type: none"> • An understanding of child development and learning • Ability to quickly build positive relationships • Ability to relate well to adults and children • A clear communicator • Ability to work calmly and with patience • Ability to work effectively on own and as part of a team • Ability to use basic IT skills such as emails, word, Internet searches etc. • Flexibility and adaptability • Reliable with excellent attendance and punctuality 	<ul style="list-style-type: none"> • Good understanding of the Early Years and national curriculums • Ability to run an after school club
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the implementation of the school's equal opportunities policy 	
Continuing Professional Development	<ul style="list-style-type: none"> • Willingness to undertake training/staff development as appropriate • Ability to reflect on your own professional practice and use this to continually improve. 	