



Learning Assistant (Level 3): Pupil Support

Job Description

- Salary:** NJC 7-11 plus Special Needs Allowance
- Hours:** 28 hours per week (Term time plus training days i.e. 39 weeks)
- Responsible to:** SENCO/Assistant Headteacher
- Key purposes:** To lead a small team of learning assistants working one to one with children with specific learning/numeracy difficulties;
To provide enhanced and targeted additional support to these children;
To assist with administration: IEPs/ meetings/ contact with parents/ management of open learning area etc.
Additional duties, as determined below.

Specifically:

a) to lead the small team of learning assistants working with one-to-one with children with additional needs by:

- writing, reviewing and circulating I.E.P.s for the all associated children;
- conducting regular review meetings with the parents of the designated pupils, and being their nominated contact in school;
- organizing any appropriate training for these colleagues;
- liaising with the SENCO and other colleagues, to ensure that teaching staff are regularly updated about the progress and needs of these children;
- conducting annual review meetings with the nominated learning assistants;
- engage the support of external agencies and L.A., as appropriate (e.g. the educational psychologist, Connexions, BIT team etc.);
- provide support and planning for key milestones (transition; G.C.S.E. choices; future planning).

**b) to provide enhanced and targeted additional support to these children by:
running targeted support sessions with these pupils and/ or their learning assistants and representatives from other agencies. Such sessions might include:**

- testing and diagnostic exercises;
- help in the preparation/ adaptation of maths materials;
- developing strategies to assist organisation;
- developing numeracy and maths skills
- targeted numeracy intervention.

c) to assist the SENCO in S.E.N. administration such as:

- planning and managing pupil I.E.P.s and review meetings;
- liaising with teaching staff.

Also, to provide more general support for staff by

1. Creating and helping to maintain a purposeful, orderly and supportive environment, specifically in the Enrichment Area, in accordance with lesson plans and objectives
2. Developing strategies with teachers that will address the specific needs of targeted pupils
3. Gathering and reporting basic information to and from teachers and parents, carers, or other staff - and reporting pupil progress and related issues, in the school's agreed formats
4. Assisting senior staff in the invigilation of examinations, and the administering of routine tests
5. Promoting good behaviour, specifically from targeted pupils, encouraging them to take responsibility for their own actions

Generally, to support the work of the school and its curriculum by:

6. Contributing to agreed programmes of learning activities and assisting with the co-ordination of resources for the targeted pupils
7. Undertaking numeracy programmes and intervention, recording achievements and progress, while providing appropriate reports and feedback to the teacher
8. Complying with school policies and procedures on child protection, health and safety, security, confidentiality, data protection, equal opportunities
9. Supporting the school's Catholic and Lasallian ethos
10. Attending relevant meetings and training, as required
11. Assisting with the supervision of pupils out of directed lesson time, including before and after school, if appropriate, as well as within working hours
12. Accompanying teaching staff and pupils on visits, trips and out of school activities, as required
13. Having an awareness of, and upholding the school's Behaviour Policy

...and furthermore ...

14. To undertake such reasonable and additional duties as directed by the SENCO, Assistant Headteacher or Headteacher, as required.



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Person Specification

Knowledge	E = Essential D = Desirable	<i>Identified by</i>
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age ranges/subject area) e.g. knowledge of core subject areas etc.	E	A/I
Working knowledge and understanding of principles of child development, learning styles and independent learning.	E	A/I
Working knowledge of relevant policies/codes of practice/legislation.	E	A/I
Understanding of inclusion, especially within a social setting.	E	A/I
Experience of resources preparation to support learning programmes	E	A/I
Skills and Abilities	E = Essential D = Desirable	<i>Identified by</i>
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A/I
Ability to build effective working relationships with all pupils and colleagues	E	A/I
Ability to promote a positive ethos and promote a positive attitude as a role model	E	A/I
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate.	E	A/I
Ability to adapt own approach in accordance with pupils needs.	E	A/I
Excellent numeracy and literacy skills.	E	A
Effective use of ICT to support learning	E	A
Qualifications	E= Essential D=Desirable	<i>Identified by</i>
NVQ II or equivalent in Teaching Assistance	D	A

Experience	E = Essential D = Desirable	Identified by
Relevant experience of working with and/or caring for children within a specified age range/subject area	E	A/I
Above within an educational setting	D	A/I
Professional Values and Practice	E= Essential D= Desirable	Identified by
Must be able to demonstrate all of the following:		
Ability to understand, build and maintain successful relationships with pupils and colleagues, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.	E	A/I
Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice	E	A/I
Able to liaise sensitively and effectively with parents and carers recognising the role in pupils learning.	E	A/I
Able to improve their own practice through observations, evaluation and discussion with colleagues.	E	A/I
Special Attributes required of the Candidate	E = Essential D = Desirable	Identified by
Participate in relevant training and development opportunities	E	A/I
Ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	I
Undertake appointed person certificate in first aid administration	D	A
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	A/I
Supportive of the Catholic ethos of the school	E	A/I

A = Application Stage I = Interview Stage