

Learning Assistant (Level 2): Pupil Support

Job Description

Hours:	28 hours per week, term time plus training days (39 weeks)
Grade:	SCP3 plus SEN allowance Staff who are employed at Special Schools/or who support statemented children (at Levels 1 and 2) on a one-to-one basis will be awarded Special Needs Allowance.
Responsible to:	SENCO or ASC teacher/Assistant Headteacher
Purpose:	To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

DUTIES and RESPONSIBILITIES:

1. SUPPORT FOR THE PUPIL

- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Provide one to one support in either a care or special needs capacity for individual pupils, as directed by the teacher

2. SUPPORT FOR THE TEACHER

- Provide clerical/administration support (e.g. photocopying, typing, filing, data input, collecting money etc.)
- Assist with the display of pupils' work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals
- Report pupil achievement, progress and issues as appropriate in agreed format
- Undertake pupil record keeping as requested
- Administer routine primary tests and invigilate exams
- Promote good pupil behaviour, dealing with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Establish constructive relationships with parents/carers and communicate information as required

3. SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles, including small group work
- Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain levels and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

4. SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
 - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
 - Contribute to the school ethos, aims and development/improvement plan
 - Have an awareness of and support the role of other colleagues
 - Attend relevant meetings as required
 - Participate in training and other learning activities as required
 - Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required
5. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
6. To be responsible for improving your own practice through observation, evaluation and discussion
7. To comply with the Council's Data Protection Policy/legal requirements and School policies and procedures and Code of Practice within the service area of the post.
8. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
9. To comply with the Council's/School's Health and Safety Policy and associated safe working procedures and guidelines.
10. To comply with the Council's/School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.
11. The Council / Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The post is subject to Enhanced Disclosure.

This post is not Politically Restricted in accordance with the Local Government and Housing Act 1989.

The details contained within this job description reflect the content of the job at the date it was prepared. However it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Council will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

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Person Specification

Knowledge	E = Essential D = Desirable	Identified by
Demonstrate an understanding of the national curriculum and other basic learning programmes/ techniques (within the secondary age range)	E	A/I
An awareness and an understanding of issues of inclusion, especially within a school setting	E	A/I
Training in Special Educational Needs strategies	D	A/I
Skills and Abilities	E = Essential D = Desirable	Identified by
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 e.g. individual learning styles	E	A/I
Ability to promote the positive values, attitudes and behaviour that are expected from the pupils with whom they work in accordance with the schools aims	E	A/I
Able to liaise sensitively and effectively with parents and carers recognising the role in pupils' learning	E	A/I
Excellent numeracy and literacy skills	E	A
Ability to undertake structured and agreed learning activities	E	A/I
Ability to undertake clerical/administrative duties and provide support as required	E	A/I
The ability to prepare and organise a range of resources to support learning programmes	D	A/I
Effective use of ICT to support learning	D	A/I
Training in Special Educational Needs strategies	D	A/I

Qualifications	E= Essential D=Desirable	<i>Identified by</i>
NVQ II or equivalent in Teaching Assistance	D	A
Experience	E = Essential D = Desirable	<i>Identified by</i>
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	<i>Identified by</i>
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
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