



Role	Learning Support assistant
Grade	D2 (Point 4 – 11)
Accountable to	Class Teacher/Senior Staff/Head Teacher

The post holder will undertake responsibilities as a member of the teaching support team within the School and will ensure that high standards of pastoral support are maintained against the background of the policies, plans, targets, practices and procedures relating to the School within the context of the vision, ethos, aims and goals of the School.

1 Specific Duties and Responsibilities

1.1 Support for Pupils

- 1.1.1 To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance
- 1.1.2 To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations
- 1.1.3 To focus on individual pupils to ensure their needs are being met within the group
- 1.1.4 Under the direction of the SENCO/Class Teacher to implement the strategies contained within the Support Programme for pupils and to provide feedback.
- 1.1.5 To encourage pupils to interact and work co-operatively with others
- 1.1.6 To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement
- 1.1.7 To promote the inclusion and acceptance of all pupils within the classroom
- 1.1.8 To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.
- 1.1.9 To participate in pupils' play and extend and stimulate language through conversation
- 1.1.10 Assist pupils with eating, dressing and hygiene as required whilst encouraging independence.

1.2 Support for Teachers

- 1.2.1 Discuss with teaching staff their planning for the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate
- 1.2.2 Supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision

- 1.2.3 To liaise with other professionals to ensure an appropriate learning environment
- 1.2.4 To set out, prepare, use and tidy equipment
- 1.2.5 To promote home school partnerships
- 1.2.6 To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents
- 1.2.7 To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 1.2.8 To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence
- 1.2.9 To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required in class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress
- 1.2.10 To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher
- 1.2.11 To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

1.3 Support for the Curriculum

- 1.3.1 To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs
- 1.3.2 To set out and prepare equipment indoors and outdoors
- 1.3.3 To implement learning strategies, e.g. English, Maths, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- 1.3.4 To support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 1.3.5 To help pupils access learning activities through specialist support
- 1.3.6 To determine the need, in conjunction with the Class Teacher, to prepare and maintain general and specialist resources (where training has been provided)

1.4 Support for the School

- 1.4.1 To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour

- 1.4.2 To display pupils work to reflect their achievement
- 1.4.3 To supervise pupils on outings and visits as required
- 1.4.4 To supervise individuals and groups of pupils throughout the day including the classroom, playground and dining areas.
- 1.4.5 Support pupils or plan learning activities for pupils across the lunch break as deemed appropriate by the Head Teacher. This can include:
 - (i) Supporting behaviour
 - (ii) Supporting pupils who need to develop social skills
 - (iii) Organising and resourcing learning activities in the school grounds
 - (iv) Running small groups focusing on social skills.
- 1.4.6 To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school
- 1.4.7 To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school
- 1.4.8 To support and encourage students on childcare courses, work experience, teaching practice, etc.
- 1.4.9 To be a proactive member of the school and class team
- 1.4.10 To participate positively and professionally in effective relationships with team members
- 1.4.11 To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils
- 1.4.12 To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- 1.4.13 To undertake planned supervision of pupils' out of school hours learning activities if required
- 1.4.14 To attend relevant courses and learning activities in order to update knowledge as required
- 1.4.15 To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

2 Other Duties

- Contribute to the School's Christian ethos and development by:
 - Ensuring that you fulfil your responsibilities and are carrying out duties effectively.

- Attend School meetings where requested;
- Share good practice across the School;
- Take responsibility for your own well-being;
- Participate in appropriate induction programmes to support new staff and provide excellent support for those members of staff who are new to the School.
- Take responsibility for your own career choices and actively seek CPD opportunities.
- Participate in appraisal and the achievement of targets set which will be robust and measurable. Request adequate support to achieve these targets if this is appropriate.

3 Generic Duties relevant to all members of staff

3.1 The School.

It is expected that all staff work collaboratively as members of the School to share good practice, resources and ideas and realise the School's visions and aims. All staff should act with professional integrity at all times, following the "**Code of Conduct**".

3.2 Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

3.3 ICT

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the School's Acceptable Use Policy. Staff are also expected to ensure that they follow School policies with regard to professional conduct when using ICT systems or School ICT equipment.

3.4 Health and Safety

Employees are required to work in compliance with the School's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

3.5 Safeguarding

St. Helen's is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow

the child protection procedures adopted by the School. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

4 Person Specification

Criteria	Essential	Desirable
1 Qualifications		
NVQ level 2/3 in teaching & learning, or working towards the qualification or other relevant equivalent qualifications or relevant equivalent experience as a teaching assistant	✓	
First Aid certificate Training in Beam/Fizzy programmes Speech and Language programmes SEND provision		✓

Criteria	Essential	Desirable
2 Experience		
Knowledge of relevant codes of practice and legislation including safeguarding	✓	
Experience of working with groups or individual pupils in the classroom to ensure they achieve given outcomes	✓	
Competent computer skills, in particular Word, Excel, email and school software packages, to support learning and keep records	✓	
Training or expertise in a relevant curriculum or other learning area (e.g. ICT, Maths, English or EYFS)	✓	
Experience of working with children with additional education needs	✓	
A motivated and committed team member who works to support others in their team in line with the School's ethos and culture	✓	

Criteria	Essential	Desirable
3 Personal Qualities and Skills		
Knowledge of the new National Curriculum	✓	
Knowledge of the EYFS Curriculum	✓ (If an EYFS Position)	

Demonstrate excellent verbal and written communication skills	✓	
Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses	✓	
Experience in managing the behaviour of pupils using praise, rewards and sanctions in line with school's Code of Conduct	✓	
Experience of supporting pupils with Special Educational Needs /Support Plans		✓
Responsibility for organising the learning environment inside and outside to ensure that resources and equipment are available and appropriate to meet the needs of the pupils.	✓	
Be flexible and open to change and enjoy working at a fast pace	✓	
Prepared to contribute to the wider life of the school		✓
Demonstrates resilience, motivation and commitment to driving up standards of achievement.	✓	
Act with integrity and professionalism at all times	✓	
A calm professional manner, efficient, organised with good time keeping	✓	
Proactive in the continuation of own professional development	✓	
Act as a role model to staff and trainee students	✓	
Understands the importance of confidentiality and discretion	✓	
Commitment to the safeguarding of children	✓	

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the School. This job description will be reviewed annually and is an integral part of the Appraisal and line management process