

# **Learning Support Assistant**

## **with Playground Supervisor hours**

### **Job Description**

#### **Purpose of the post**

- To assist a pupil who has some difficulties and additional needs, including being a wheelchair user, incontinence, diabetes, and requiring physiotherapy, to enjoy school and make good academic and social progress.
- To separately manage an area in the playground each day, working within a team of staff to ensure the safety and wellbeing of children, whilst promoting positive play and inclusive social relationships.

#### **Key tasks: Learning Support Assistant**

- provide personalised support with academic learning and social development in the classroom, taking into consideration the specific needs of a wheelchair user
- implement a learning plan for the child, created through discussion with the classteacher and the school's Special Educational Needs and Disability Coordinator (SEND Lead), addressing the challenges related to incontinence, diabetes, and the need for physiotherapy
- support the development of the child's speech and language skills, considering any communication needs associated with their condition
- support the child with all transitions and separations, addressing mobility challenges and providing necessary support
- transferring from chair to floor and back as required in the class learning plan and transferring in and out of any equipment in use from time to time
- working with another adult to deliver stretching and movement (for comfort and to develop gross motor skills) as planned by the child's physiotherapy team
- working with another adult for toileting
- monitoring glucose levels and administering any medicine required as required by the child's medical team and planned by the school nurse
- protecting the child from knocks
- supporting the child in the lunch hall and recording food intake
- offer support to groups of children, adapting activities to ensure the inclusion and participation of the child with specific needs
- utilise a variety of delivery methods, ensuring that learning is multi-sensory and accessible to all
- set high expectations for pupils' behaviour and act as a role model, considering the unique challenges of the child with specific needs
- support the class teacher to provide a positive, conducive and safe learning environment that accommodates the child's requirements
- encourage children, including the child with specific needs, to join in with learning activities that promote their development and enjoyment of learning

- assist with the planning of learning activities, making necessary adjustments to accommodate the child's needs, and evaluating and amending those plans as required
- establish constructive working relationships with children and promote inclusion
- supervise pupils' behaviour during transitions and at playtime at lunchtime
- to communicate regularly with the class teacher and SEND Lead, evaluating the impact of the learning programme on a cyclical basis
- to attend review meetings with the child's parents and other professionals
- to follow the planning, making any additional access arrangements for the child that are required.

### **Key tasks: Playground Supervisor**

- ensure the safety of the children and promote their wellbeing at all times
- promote positive behaviour
- model inclusive social skills
- help children problem solve
- instigate games for the children if required
- provide basic first aid treatment where necessary and ensure transfer to a designated first aider as required
- ensure that children transition back to the classroom at the end of lunchtime in a timely and orderly fashion.

### **General requirements**

- to contribute positively to effective working relationships within the school
- to support and contribute to the school's responsibility for safeguarding children, with particular attention to the specific needs of the child in a wheelchair, experiencing incontinence and diabetes
- to contribute to the personal, social and health education of pupils according to school policy and considering the unique requirements of the child with specific needs
- to actively pursue personal and professional development, staying informed about best practices in supporting children with diverse needs
- to promote a learning culture
- to play a full part in the life of the school community and support its ethos
- to undertake other reasonable tasks commensurate with the grading and level of responsibilities of the posts as directed by the Headteacher.

## **Person Specification**

### **EXPERIENCE, KNOWLEDGE AND UNDERSTANDING**

- Knowledge and understanding of how young children, including those with specific needs, learn.
- Knowledge about how to create secure, nurturing, stimulating learning experiences for children with diverse needs.

- Familiarity with ongoing assessment in the learning process, especially for children with additional needs.
- A sound grasp of the concept of inclusive practice.
- Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs, including those associated with physical disabilities, incontinence and diabetes.
- Specific experience of dealing with children with physical disabilities, incontinence and diabetes is desirable but not essential as sufficient and suitable training will be provided.

### **SKILLS AND ABILITIES**

- Skilled at making and sustaining positive relationships with young children, whilst valuing their diversity, in order to enhance their learning and social development.
- Skilled at breaking down tasks into small, manageable steps.
- Ability to stimulate children's interest in learning.
- Ability to plan learning activities for an individual child and small groups of children.
- Skilled at communicating with children.
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners.
- In conjunction with the classteacher, capable of planning rich learning experiences, assessing the needs and achievements of the child and maintaining appropriate records.
- Able to work closely with members of the Key Stage team, and the wider school community.
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education.
- Excellent written and oral communication skills.

### **PERSONAL QUALITIES**

- Committed to further professional learning
- Emotionally intelligent
- Self-motivated and resilient
- Patient
- High expectations
- Prepared to work hard and 'go the extra mile for the children'
- Able to listen and to reflect.