

Learning Support Assistant Job Description

Purpose of the post

- To assist a pupil who has some difficulties to enjoy school life to the full and make good academic and social progress.

Key tasks

- to support two children in different year groups
- provide personalised support with academic learning and social development in the classroom whilst encouraging their independence
- implement a learning plan for the child concerned that has been created through discussion with the classteacher and the school's Special Educational Needs & Disabilities Coordinator (SENDCo)
- support the development of the child's speech and language skills
- support the child with all transitions and separations
- offer support to groups of children
- use a variety of delivery methods, ensuring that learning is multi-sensory
- set high expectations for pupils' behaviour and maintain a good standard of discipline through well-focused support
- support the classteacher to provide a positive, conducive and safe learning environment
- encourage children to join in with learning activities that promote their development and enjoyment of learning.
- assist with the planning of learning activities; evaluating and amending those plans as required
- establish constructive working relationships with children and promote inclusion
- supervise pupils' behaviour during transitions and at playtime and lunchtime
- to communicate regularly with the classteacher and SENDCo, 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.

General requirements

- to contribute positively to effective working relationships within the school
- to support and contribute to the school's responsibility for safeguarding children
- to promote the safeguarding of all pupils in the school
- to work in line with statutory safeguarding guidance (e. g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

- to engage with social services and other support agencies (alongside school leaders) where appropriate
- to work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- to contribute to the personal, social and health education of pupils according to school policy
- to actively pursue personal and professional development
- 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 learn
- knowledge about how to create secure, nurturing, stimulating learning experiences for very young children
- some understanding of the importance of ongoing assessment in the learning process
- 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 and how to meet the needs of gifted children

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
- ability to hoist or position pupil in accordance with their individual OT / Physio play and in line with school moving and handling procedures
- 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.