

Job Description

Job Title	Learning Support Assistant (Level 2)		School	Summerhill School
Post Number	SCH011			
Grade	3	Salary	See advert	

Reports To

SENCO, Assistant SENCO

Purpose of the Job

Level 2 staff provide more specific support and work under the supervision and guidance of a classroom teacher. The basic entry requirement is NVQ 2 and staff who are not already qualified are required to work towards it.

Key Features: To undertake work/care/support programmes, to enable access to learning and to assist a teacher in the management of pupils and the classroom. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

To work under the instruction / guidance of the SENCO / HLTA to undertake work, care and support programmes, to enable full access to learning for all students. To help the teacher manage students and the classroom where work may be completed in or outside the main teaching area. To be an advocate for key students who the LSA is key worker to.

Main Activities

Support for Pupils

- Assist pupils, on an occasional basis, with personal hygiene routines including toilet training, changing on incontinent/sick children, dressing and undressing.
- Supervise the activities of individuals or groups of children (normally up to 8) within the classroom.
- Under the instruction/guidance of a teacher, support pupils with sensory and/or physical impairment.
- Under the instruction/guidance of a teacher, support pupils with non specific learning difficulties
- Under the instruction/guidance of a teacher, support pupils with behavioural, emotional and social development needs e.g. implementation of behaviour management policies/promotion of school policies relating to pupil behaviour.
- Under the instruction/guidance of a teacher/external agency worker support pupils with communication and interactions difficulties.
- Assist pupils in the use of resources including IT
- Maintain pupils interests and motivation

- Support individuals and group work assigned by the teacher is raising core skills.
- Support and assist with the development and implementation of action plans, one page pupil passports, and personal care plans for individuals.
- To be aware of pupil problems, achievements, progress and report to the teacher as agreed.
- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
- Promote inclusion and acceptance of all students.
- Establish a constructive relationship with pupils and interact with them according to individual needs.
- Provide feedback to pupils in relation to progress and achievement under the guidance of a teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.

Support for the Teacher/School

- Provide support for learning activities by making a contribution to supporting a teacher in the planning and evaluation of learning activities and supporting the delivery of learning activities.
- Making a contribution to organising effective learning environments and maintaining appropriate records.
- Contribute information to pupil records (e.g. assessment information)
- Liaise with parents as directed by SENDCo
- Support out of hours school learning activities (within established guidelines)
- Monitor pupils responses to learning activities and record achievement/progress as directed.
- Provide regular feedback to teachers on pupil achievement, progress and problems.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and reporting in line with school policy.
- Establish constructive relationships with parents/carers.
- Support the use of ICT in learning activities and develop pupils competence and independence in its use.
- Participate in training and other learning activities and performance development as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performing development as required.
- Attend and participate in relevant meetings as required.
- Prepare, maintain and use equipment required to meet the lesson plans / relevant learning activity and assist students in their use.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Special Conditions

This post is subject to the DBS checking process.

The exact focus of the role will be decided at school level and will take account of the needs of the school and the development needs of the member of staff.

Car Allowance

Mileage / N/A

Prepared By
(Section/Mgr)

Rachel Jones

Review Date

01.09.2018

Person Specification

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Grade	3	Salary	See advert

Criteria (Essential)

Assessment By

Application Interview Test

Experience

- Demonstrable experience of working with or caring with children of a relevant age.
- General understanding of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning.

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Qualifications / Training

- GCSE grade C or above or equivalent in English and Maths.
- NVQ Level 2 or equivalent.
- Good numeracy and literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.
- Hold or be willing to complete the Level 2 Certificate in Supporting Teaching and Learning (RQF) or equivalent qualification.

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Practical Skills

- Effective use of ICT to support learning.
- Ability to use relevant technology e.g., computer / Chromebook / keyboard / photocopier / video, and able to demonstrate knowledge and use of a wide range of ICT systems and solutions.
- Demonstrate good numerical and verbal reasoning skills and literacy skills e.g. by qualification or testing with the ability to produce documentation to a good standard.

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<ul style="list-style-type: none"> ▪ Ability to use relevant technology ▪ Complete moving and handling training. ▪ Basic understanding of child development and learning. 	√	√	√
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<u>Personal Qualities and Attributes</u>			
<ul style="list-style-type: none"> ▪ A Knowledge of Equality & Diversity issues. 	√	√	√
<ul style="list-style-type: none"> ▪ Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these. 	√	√	√
<ul style="list-style-type: none"> ▪ Ability to relate well to children and adults. 	√	√	√
<ul style="list-style-type: none"> ▪ Ability to work as part of a team, understanding classroom roles and own position in these. 	√	√	√
<ul style="list-style-type: none"> ▪ To comply with the Schools commitment to the protection and safeguarding of children. 	√	√	√

Prepared By	Rachel Jones
Date	01.09.2016
