



EAL LEARNING SUPPORT ASSISTANT – SUPPORTING & DELIVERING LEARNING IN A SPECIALISED AREA

LEVEL 5 - To work under the guidance of senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils (those at the early stages of learning English, those who need to develop their spoken English, those who need support to promote their emotional wellbeing and mental health)
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER

- Work with the teacher and senior leaders to establish an appropriate learning environment for children, including when working away from the classroom
- Work with the teacher and senior leaders in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher and senior leaders on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the senior leader, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and/or senior leader within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests and invigilate tests
- Provide general clerical/admin. support e.g. produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes and emotional support programmes , adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. national curriculum, early years foundation stage and make effective use of opportunities provided by other learning activities to support the development of relevant skills and emotional resilience
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

LEVEL 5 - The following specifications will be assessed through the application form and interview process. Please ensure you address these in your application as they will be used to support the short-listing process.

EXPERIENCE

- Experience of working with children of primary age in a school based learning environment, including support for learning across a range of subjects (R)
- Experience of taking a whole class for short periods of time (P)
- Experience of supporting children who are at the early stages of learning English (P)

QUALIFICATION/TRAINING

- NVQ level 3 standard or equivalent qualification or experience (R)
- Excellent maths and English skills - equivalent to NVQ level 2 (R)
- School based training or experience in supporting children at the early stages of learning English (P)

KNOWLEDGE/SKILLS

- Use behavioural management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment (R)
- Motivate and progress pupil's learning by using clearly structured, interesting teaching and learning activities (R)
- Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance (R)
- Be able to use ICT effectively to support learning e.g. interactive whiteboard (R)
- Have a working knowledge and experience of implementing the national curriculum and other learning programmes/strategies with primary aged children (R)
- Be able to provide a basic level of written feedback on lesson content , pupil responses to learning activities and pupil behaviour, to teachers and pupils (R)
- Have a desire to constantly improve own practice/knowledge through self-evaluation, attending training and learning from others (R)
- Have the ability to relate well to children and adults, maintaining professional relationships, while being approachable and amenable (R)
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these (R)
- Knowledge and skills of working with pupils at the early stages of learning English (P)
- Know how to manage your own wellbeing in a positive way and how to identify and support children who may have emotional needs (P)