

Job title: Learning Support Assistant	
Service Area: Aldersbrook Primary School	Grade: LBR 3
Reports to: SLT	Review Date: September 22
To work under the instruction/guidance of teaching/senior staff to undertake work/care/ support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.	
SUPPORT FOR PUPILS	
<ul style="list-style-type: none"> • Supervise and provide particular support for pupils, including those with learning or behaviour needs, ensuring their safety and access to learning activities • Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes • Establish constructive relationships with pupils and interact with them according to individual needs • Promote the inclusion and acceptance of all pupils • Encourage pupils to interact with others and engage in activities led by the teacher • Set challenging and demanding expectations and promote self-esteem and independence • Provide feedback to pupils in relation to progress and achievement under guidance of the teacher 	
SUPPORT FOR TEACHERS	
<ul style="list-style-type: none"> • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work • Use strategies, in liaison with the teacher, to support pupils to achieve learning goals • Assist with the planning of learning activities • Monitor pupils' responses to learning activities and accurately record achievement/progress as directed • Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Establish constructive relationships with parents/carers • Administer routine tests and invigilate exams and undertake routine marking of pupils' work • Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc. 	
SUPPORT FOR THE CURRICULUM	
<ul style="list-style-type: none"> • Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses • Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher • Support the use of ICT in learning activities and develop pupils' competence and independence in its use • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use 	

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • GCSE Maths and English to Grade C or equivalent; • NVQ 2 for Teaching Assistants or equivalent qualifications or experience; • Experience of working with children who have a wide variety of special educational and behavior 	<ul style="list-style-type: none"> • Knowledge of a range of ICT programmes; • Experience of displays, admin work etc.;
Knowledge and Understanding	<p>Level 2 LSA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • How to support children with behavior needs • How to support children in literacy and numeracy; • Supporting children with Special Educational Needs; • How children learn and how to motivate them. 	
Skills	<p>The Level 2 LSA will be able to:</p> <ul style="list-style-type: none"> • Work with an individual or a group; • Reinforce teaching points during teacher input; • Observe children to assist with provision plans. • Support in referring children to professionals • Teach new concepts as agreed with the class teacher; • Provide strategies for spelling, reading, number skills; • Extend children's thinking skills; • Discuss with children their understanding of learning objectives; • Suggest ways of developing learning; • Encourage good social skills; • Liaise with teachers, parents, SENCO and outside agencies; • Model acceptable behaviour; To understand reasons for inappropriate behaviour and to follow school policy to support children. 	<ul style="list-style-type: none"> • Assess children's understanding of text and reading skills; • Assess children's understanding of maths concepts;

Personal Qualities	<ul style="list-style-type: none"> • A calm approach; • Maintains confidentiality; • Has a good sense of humour; • Has an empathic nature; • Enthusiastic; • Ability to adapt to a variety of situations • Demonstrates initiative in the class rooms; • Works well as part of a team; • Must be flexible in terms of working hours; • Prepared to meet all needs of children including personal care; • To support children during playtime and lunchtime. 	<ul style="list-style-type: none"> • You must have a good attendance and health record; • All appointments are subject to excellent references and DBS checks.
Additional	<ul style="list-style-type: none"> • Running 1:1 or group interventions to support children with behaviour difficulties • Excellent communication with teachers, LSAs, SENCO • Maintaining records of progress as directed by class teacher or SENCO. 	<ul style="list-style-type: none"> • Willing to undertake further training.