BARLEY LANE PRIMARY SCHOOL

JOB DESCRIPTION AND PERSON SPECIFICATION

LEARNING & TEACHING ASSISTANT Level 2

Name: _____

Grade: LBR 03 **Hours:** 33.75

Job Summary: To work under the instruction/guidance of the class teacher and other senior staff, within an agreed system of supervision and complement the professional work of teachers by taking responsibility for agreed learning activities. To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.

This may involve planning alongside a teacher, preparing and delivering learning activities or interventions for all individuals or groups and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development, within the classroom or other learning spaces.

To work under SLT and SENco guidance to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. To plan, resource, deliver 1:1 or group interventions and monitor and review progress for children with SEN on individual/group programmes within the classroom or other learning spaces.

Main Duties

Preparation

1 Plan, prepare and deliver interventions with individuals or groups of children with a wide range of complex learning difficulties

2 Develop resources for learning activities and interventions in accordance with lesson plans and in response to student's needs and IEP targets.

3 Help to develop individual and group learning programmes to respond to current and future needs

Teaching and Learning

4 Motivate and progress students' learning by using clearly structured, interesting, kinesthetic teaching and learning activities.

5 Be familiar with lesson plans, IEP targets and learning objectives.

6 Deliver interventions and activities to support all children, including those with SEN, such as language for thinking, talkabout, colourful semantics, PECS, Attention autism and bespoke programmes for children with speech and language difficulties. Training provided where needed.

7 To take responsibility, with minimum supervision, for delivering planned activities over an extended period to groups of children including those with special educational needs

8 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

9 Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom.

10 In accordance with arrangements made by the Head teacher, progress students' learning in a range of classroom settings, including working with individuals and small groups.

11 Organise and safely manage the appropriate learning environment and resources.

12 Promote and reinforce student's self- esteem and independence and employ strategies to recognise and reward achievement and self-reliance.

13 Assist the class teachers in developing and monitoring encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language.

14 Use specialist skills and training to encourage children with SEN to benefit from the planned learning activities, including modifying the class teacher's planned activities to meet the needs of specific children

15 To work independently to deliver, monitor and evaluate the success of IEPs and plans for children with SEN and to produce written reports as directed on individual children's progress.

Monitoring and Assessment

16 With teachers evaluate students' progress through a range of assessment activities.

17 Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

18 Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement, both written and verbal.

19 Assist in maintaining and analysing records of students' progress to share in meetings with parents and other professionals.

20 To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

21 Prepare reports of students' progress for end of year reports to parents, for parent interviews and SEN review meetings.

22 To update and complete assessments, referrals to professionals and Individual Education Programmes

23 To keep detailed notes on progress and concerns to be used as evidence for the review process and Statutory Assessment as appropriate.

Mentoring, Supervision and Development

24 Provide positive and supportive feedback to pupils, teachers and parents where appropriate

25 Contribute to the overall ethos, work and aims of the school by attending relevant

meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

26 To liaise with the speech and language therapist on adjustments to pupil's treatment programmes

Behavioural and Pastoral

27 Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.

28 Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

29 Understand and implement school child protection procedures and comply with legal responsibilities.

30 Be able to diffuse situations before escalating through positive behaviour management techniques

31 Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.

32 Provide support and assistance for student's pastoral needs including personal care needs.

33 Provide physical support and maintain personal equipment used by the students at the school.

34 Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

35 Supervise students at times other than during lessons according to the schools duty arrangements, including break and lunchtimes.

36 Assist teachers by receiving instructions directly from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

Other Responsibilities

37 Carry out administration tasks requested by class teachers.

38 Any other duties required by the class teacher, Deputy Head teacher, or the Head teacher, which is in the scope of the post.

39 To be responsible for developing own subject knowledge and performance and participate in specific courses, additional training and other learning activities.

40 Promote the school vision and aims and objectives as outlined in the School Development Plan.

41 Comply with all the school policies and procedures relating to child protection, safeguarding, security, equal opportunities, confidentiality and data protection, reporting all concerns to the appropriate person.

42 Undertake professional development activities to enhance personal development and job

performance, through provision of training or mentoring.

43 Attend relevant school meetings, INSET as well as any other meetings associated with specific children.

Staff Acceptance Signature:

Signature: _____

Print Name: _____ **Date:** _____

Head teacher Signature:

Signature: _____

Print Name: _____ **Date:** _____

BARLEY LANE PRIMARY SCHOOL

PERSON SPECIFICATION

Post title: LTA Level 2
Status: Permanent, Term Time, 33.75 hours per week
Salary: LBR03
Line manager: SENCO

	Essential	Desirable
Qualifications and experience	• GCSE Maths and English to Grade C or equivalent; • Knowledge of a range of ICT programmes; • Experience of displays, admin work etc.; • Experience of working with children who have a wide variety of special educational needs.	• Experience of working with job share staff.
Knowledge and Understanding	The Level 2 LSA should have knowledge and understanding of: • How to support children in literacy and numeracy; • Supporting children with Special Educational Needs; • Speech and Language assessments, planning and profiling • How children learn and how to motivate them.	
Skills	The Level 2 LSA will be able to: • Work with an individual or a group; • Reinforce teaching points during teacher input; • Profile children using checklists 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; • Assess children's understanding of text and reading skills; • Assess children's understanding of maths concepts; • Discuss with children their understanding of learning objectives; • Suggest ways of developing learning; • Encourage good social skills; • Create and Update assessments and Individual Education Programmes; • Liaise with teachers, parents, SENCO and outside agencies; • Take an active involvement in medium-term planning; • Model acceptable behaviour; To understand reasons for inappropriate behaviour and to follow school policy to support children.	

Personal Qualities	• 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.	• You must have a good attendance and health record; • All appointments are subject to excellent references and DBS checks.