**Job Description: Learning Support Assistant – Level 2**

**Salary:**  Scale 4 sp.pt 18-21 (£21,330 -£23,376 full time equivalent)

Actual: £18,149 - £20,341

**Location:** Hackney

**Contract type:**  35.5 per week (typically 8.30am - 4.30pm)

Working 39 weeks of the year

**Contract term:** Fixed term initially to 31st July 2017.

**Purpose**

* The Learning Support Assistant is responsible to the Headteacher for supporting children both in classrooms and in 1:1 or small group withdrawal sessions. In addition they are responsible to the class teacher and Assistant Head for Inclusion in ensuring that pupils with Education, Health Care Plans (formerly statements) make progress towards achieving specific learning targets and / or behaviour targets.
* The Learning Support Assistant will be responsible for carrying out the duties of the post with regard to the Local Authority’s and school’s equal opportunities policies and shared values.
* The Learning Support Assistant will work with the class teacher and Inclusion Co-ordinator who is the first line manager.

**Hours**

* The teaching assistant shall work a number of hours determined by the Headteacher and specified within their contract of employment. The hours may be changed as the needs of the school change.
* All teaching assistants are required to do playground duties and are entitled to 45 minutes break for lunch. At times these breaks may be shortened if circumstances require.
* Additional hours worked will accrue time off in lieu or overtime at plain time at the discretion of the Headteacher. Time off in lieu is to be arranged to minimise disruption to children’s learning.

**Specific Accountabilities**

**Supporting children who require learning support**

* To be familiar with the needs of children who require learning supportas advised by the class teacher and Inclusion Leader
* To liaise with the class teacher and Inclusion Leader in contributing to and agreeing the specific plans for children who require learning support
* Deliver high quality intervention as directed by the Inclusion Leader. These can include Speech and Language programme, Maths and Literacy Intervention, Physical Literacy and social emotional support.
* To know and support the targets identified in the specific plans of children who require learning support
* To make observations of children’s well-being, progress and behaviour in school, in class and at playtime and discuss these observations with the class teacher and inclusion manager
* To support children’s physical needs, where necessary, as advised or requested by the inclusion manager or Headteacher. This may include help with dressing, with medication and with toilet or mobility assistance.
* Give medication which, apart from asthma medication will be given only upon written instruction from the Headteacher after agreement with and written instructions from the child’s parents/ carer.
* To liaise with support agencies such as the educational psychologist, speech therapist, specialist teachers, and attend multidisciplinary meetings in order to affect a co-ordinated response to children’s special needs
* To produce written feedback and reports on the progress and well-being of children with special needs as required by the class teacher, Headteacher or Inclusion Leader.
* To attend external and internal training and staff development opportunities in order to better understand and be able to respond to children who require learning support

**Support for individual pupils**

* Attend to the pupil’s personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
* Assist with the development and implementation of individual education and personal care plans.
* Supervise and support him/her ensuring their safety and access to learning.
* Establish a good relationship with the pupil and be aware of and respond appropriately to his / her individual needs in accordance with school policies.
* Promote the inclusion and acceptance of the pupil.
* Encourage the pupil to interact with others and engage in activities led by the teacher / teaching assistant.
* Encourage the pupil to act independently as appropriate.
* Be proactive, resourceful and creative in identifying, developing and responding to opportunities which will encourage the pupil’s learning and development.

**General Learning Support**

* To work with children providing help and guidance in class, in a group or with individuals.
* To work under the guidance of the class teacher, respecting the ethos of the classroom and the school.
* To contribute ideas and expertise to planning and review of lessons and activities for the class, a group or individual child.
* To use one’s own initiative in adapting and following up work for children whilst understanding that the class teacher retains responsibility for learning.
* To discuss with the class teacher and / or Inclusion Leader any matters of concern, which arise for or from any child or children.
* To communicate with a child’s parents/ carers having obtained permission from the class teacher, Inclusion Leader or Headteacher as appropriate.
* To develop a positive and professional relationship with children in order to promote their progress both socially, emotionally and academically using praise and positive reinforcement at all times.
* To promote good behaviour at all times. Take shared responsibility for ensuring that all children’s behaviour is well managed to support learning and the well-being of all children and adults in school, using praise and positive reinforcement wherever possible.
* To help to support the safety, security, comfort and well-being of children throughout the school.
* To attend external and internal training and staff development opportunities in order to develop new skills and keep abreast of new developments.
* To help make, maintain and organise resources for learning including practical equipment and quality displays.

**General School Maintenance**

* All staff at Randal Cremer School contribute to the efficiency, organisation and success of the school. For teaching assistants this relates in particular to:
* Taking responsibility for organising and maintaining a quality learning environment following the agreed protocol for the maintenance of a quality learning environment. Copies of this are on display around the building.
* Carrying out minor repairs of equipment or referring to the premises officer(s) or school office to organise for the repairs to take place.
* Using any specific skills or expertise where possible, for example skills in ICT, sewing, literacy, art... and to take on additional responsibilities at the request of the Headteacher
* To carry out reasonable requests by the Headteacher

**Learning Support Assistant Level 2**

**Person Specification**

**Experience**

* Working in a primary school or other education setting supporting learners
* Working with a very diverse range clients / customers
* Delivering specialist intervention e.g in maths, literacy, physical development, speech and language and social emotional well- being.
* Using ICT confidently
* How equality of opportunity can be supported and promoted through this post
* How to promote the school as a learning organisation
* Elementary first aid procedures (desirable but not essential)

**Qualifications and Training**

* *For new members of staff, we are looking to appoint candidates who are educated to at least A level or IB standard and are preferably graduates. To work in EYFS it will be an advantage to hold a qualification such as NNEB or NVQ level 3 or equivalent.*
* For existing members of staff: NVQ level 3 or equivalent and relevant child care / teaching assistant training
* Evidence of continuous professional development
* Training in delivering specific interventions

**Practical Skills**

* regularly use ICT
* Very good literacy and numeracy skills
* use and contribute to the school website
* keep themselves and colleagues fully informed about day to day organisation and school matters, longer term plans and events affecting the school and its community

**Personal Qualities and Attributes**

* communicate clearly orally and in writing
* spell very accurately and write legibly
* carry out calculations using the four rules of number (at least GCSE standard)
* work flexibly and to recognise the specific demands of a school environment
* Work as part of a team and independently
* take initiative, identify and solve problems
* deal sensitively and effectively with people
* find and use relevant information and refer to appropriate sources of information
* respond appropriately to children in a school environment
* understand, abide by, contribute to and promote all school policies
* able to contribute to multi agency meetings representing the views of the specific pupils worked with
* Able to communicate clearly and non-judementally with parents and carers

**Physical**

* To be mobile and to move quickly and easily around school including using playground steps and negotiating small furniture and fast- moving small children
* Generally candidates must meet Lewisham requirements for the post

**Commitment to Safeguarding Children**

* To ensure awareness of school policy and procedures re Child Protection.
* To become aware of the signs and symptoms of abuse by attending relevant courses.
* To report all causes for concern to the Child Protection Officer
* To ensure the safety of all pupils in the school learning environment both indoor and outdoor.
* To carry out risk assessments in consultation with the teaching staff prior to activities.