

CROSBY HIGH SCHOOL

LEARNING SUPPORT ASSISTANT LEVEL 3 JOB DESCRIPTION

Post: Learning Support Assistant (Level 3)

Grade: Grade E (SCP 18 – 21)

JE No. A2112

Responsible to: SLT

Responsible for: Support for children and staff throughout the school
Support for science and other subjects across the school

Main purpose of the role

To work with teachers as part of a professional team to support learning. The primary focus will be to work under the professional direction of a teacher within an agreed system of supervision in supporting lessons set out by the teacher. The role also enables the post holder to supervise whole classes during short term absence of the teacher as directed by the Headteacher.

Objectives

To have specific responsibility to support the teaching and learning and on occasions to supervise the teaching and learning of children with moderate and complex special needs or to lead the learning of small groups or individuals as planned by the teacher.

To work with and supervise individuals and groups of children with moderate and complex special needs under the direction/instruction of teaching and/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

To provide specialist support in a specific curriculum area or resource area (whole school display) to support either the subject teacher or the whole school.

Support for the pupil

- Establish good working relationships with pupils, acting as a role model and progress their learning
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils dependant upon their individual needs ensuring their safety whilst supporting access to learning activities
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Provide additional support for individual pupils enabling them to maintain their access to learning which may include personal care, pastoral support, facilitating the use of specialist equipment

- Recognise that part of support for pastoral care may involve following individual personal care plans or health care plans which may include toileting, dressing/undressing or any other individual pupil need
- Recognise that part of the support for pastoral care may include following individual behaviour plans, social or emotional well being programmes
- Medical Needs; a willingness to support individual pupil's medical needs following appropriate training

Support for the teacher

- Assess, record and report on development, progress and attainment as agreed with the teacher
- Provide learning activities for classes under the professional direction and supervision of a qualified teacher (and at times the cover supervisor or a TA Level 3 who is leading a lesson planned by the teacher)
- Participate in planning and evaluation of learning activities as required by the teacher and meet with the teacher at regular planned intervals (teacher /TA meetings)
- Contribute to the creation of specialist resources e.g. visual supports for individuals / groups of pupils, which meet the needs of the pupils
- Provide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, utilise strategies to support pupils in achieving learning goals
- Report pupil achievements, progress and issues as appropriate in agreed format.
- Undertake pupil record keeping as requested
- Administer routine assessment tests and invigilate exams
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Establish constructive relationships with parents/carers
- Support the teacher with preparation of practical science lessons.

Support for the curriculum

- Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles
- Undertake literacy/numeracy/science accreditation programmes, recording achievements and progress and providing appropriate reports and feedback for 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 school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

- Support pupils on an individual basis as required eg out of school activities, work experience, college links, transition or other off site activities.
- Following appropriate training to be a named first aider at level 1
- Following appropriate training to be a fire marshall during fire evacuations

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

We are committed to promoting the safeguarding and welfare of children and Young People and expect all staff and volunteers to share this commitment.

This school is committed to safeguarding and promoting the wellbeing of children and follows Keeping Children Safe in Education and Safer Recruitment guidelines.

PERSON SPECIFICATION

Post: **Learning Support Assistant (Level 3)**

School: **Crosby High School**

Main purpose of the role: **To work with teachers as part of a professional team to support learning. The primary focus will be to work under the professional direction of a teacher within an agreed system of supervision in supporting lessons set out by the teacher.**

<u>Qualifications and Training</u> <ul style="list-style-type: none"> • Minimum 2 years experience of working with and/or caring for children within specified age range/subject area or NVQ 3 or equivalent in teaching assistance • Above within an educational setting • Requirement to complete DfES Teacher Assistant Induction Programme • Willingness to participate in relevant training and development opportunities • Training in the literacy/numeracy strategy • Training in special educational needs strategies • Willingness to undertake appointed person certificate in first aid administration at Level 1 • Willingness to undertake fire marshall training 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>
<u>Skills</u> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities, promoting and supporting pupil learning and achievement added on as changing title to Learning Support Assistant (LSA) • To work with individual or groups of children to support implementation of agreed programmes of learning as above • Ability to carry out and record observations or learning assessments (as above) • Ability to prepare and manage classroom resources • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal verbal and written communication skills, numeracy and literacy skills • Ability to work independently using initiative 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>
<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> • General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) • Involvement in planning and implementing strategies and programmes to address individual needs of pupils. • General awareness of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Understanding of other basic technology – video, photocopier • Experience of working positively with parents /carers 	<p style="text-align: center;">E</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">D</p> <p style="text-align: center;">E</p> <p style="text-align: center;">E</p>

Professional Values and Practice

Must be able to demonstrate the following:

- Committed to supporting pupils with moderate and complex needs in all areas ie learning, pastoral, personal to achieve their full potential
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements i.e. supportive of equality and diversity.
- Ability to build and maintain successful relationships with pupils, treat them consistently with respect and consideration and demonstrate concern for their development as learners
- Demonstrate and promote the positive value, attitudes and behaviour you expect from the pupils with whom you work
- Ability to work collaboratively with colleagues and carry out your role effectively, knowing when to seek help and advice
- Able to liaise sensitively and effectively with parents and carers, recognising their role in pupils' learning
- Able to improve your own practice through observations, evaluation and discussion with colleagues

The post is subject to Disclosure Enhanced

The post is term time only plus two INSET days, 36 hours per week.

The post holder's responsibility for promoting and safeguarding the welfare of children and young people for who he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy at all times.

The post holder must sign to denote they have read and understand both the Child Protection Policy and the document Safer Working Practices; Safeguarding children. All staff are expected to adhere to the school's Code of Conduct and follow all the requirements described in the school handbook.