

## Job description

<b>Job title:</b>	Learning Support Assistant
<b>Grade:</b>	Grade 1/2
<b>Model No:</b>	16
<b>Reports to:</b>	<i>Phase Leader/Class teacher</i>
<b>Staff managed (if any):</b>	<i>none</i>

### Job purpose and context

The Learning Support Assistant is one member of a team of professionals that will include teachers and teaching assistants. The team works together to care for and educate the pupils in the school.

The Learning Support Assistant works under the direction and control of the headteacher, and that general authority will be delegated to a relevant SENCO/ Phase Leader. At all times the Learning Support Assistant will work subject to the direction of a teacher.

The Learning Support Assistant will supervise and manage individuals, groups and whole classes either on their own or in the presence of a teacher and/or other Learning Support Assistant. They will supervise/cover classes without the presence of a teacher in the event of planned or unplanned absence by class teachers in the school for short periods (no more than a day).

The Learning Support Assistant will not be responsible for the planning or preparation of lessons, materials or resources, nor will they be responsible for lesson delivery, detailed evaluation and pupil assessment. The Learning Support Assistant will be primarily responsible for maintaining good behaviour and ensuring children complete set work/activities: this requires behaviour management skills with a premium on communication and interpersonal abilities.

### Principal duties and responsibilities

Subject to the direction and supervision of a qualified teacher:

1. Supervise/cover classes, at short notice in the absence of a teacher for short periods of unplanned or planned absence

2. Agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and pupils' development needs
3. Be aware of information on pupils' current literacy skills and math's attainment, including any specific learning targets or difficulties.
4. When working with groups/individuals know and use appropriate support strategies (agreed with class teacher/SENDCo), to provide literacy/numeracy support across the curriculum
5. Agree appropriate support strategies with the teacher and obtain the resources needed to implement these strategies
6. Promptly inform the Teacher when a pupil is experiencing learning difficulties that cannot be resolved
7. Use appropriate strategies for introducing pupils to key words to help them access the curriculum
8. Provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
9. Monitor pupils' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
10. Provide relevant information to the class teacher about pupils' learning achievements on a daily basis
11. Support children's learning under the direction of the class teacher
12. Supervise pupils, on or off school premises, in the context of trips, visits, concerts, assemblies and contribute to the planning and organisation of such events
13. The transition of pupils from class to the dining hall and/or the school playground (or other designated areas during wet play) and back to class at the end of lunchtime
14. Supervising and supporting pupils whilst they eat
15. Promoting and supervising positive and active play and pupil relationships
16. Health, safety, security and basic first aid (after relevant training)

17. Manage pupils' behaviour and discipline in accordance with the policies and procedures of the school and report back to teachers on pupils' behaviour and discipline
18. Describe and explain learning activities, answering queries, giving direction and assisting with differentiated tasks and materials
19. Complete registers and/or use the school's attendance recording systems and make oral and/or written feedback to the supervising teacher responsible for the relevant activity
20. Support pupils in the use of ICT
21. Take part in relevant training and development, assessment of performance (in accordance with school policy and practice) and an agreed programme of personal professional development
22. Work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours
23. Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the working environment.

Notes:

1. The authority expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job description but which is within the remit of the duties and responsibilities.
2. Staff in schools work subject to statute and many policies and procedures. The postholder will be expected to become familiar with these and work in accordance with them.
3. This is a new job description for a new post. It will be subject to review with the postholder after one year and may then be reviewed from time to time thereafter

## London Borough of Havering

### Learning Support Assistant and Midday Supervisor

Skills and abilities	Essential	Desirable	Assessed by
i. The ability to work effectively and efficiently as part of a team of professionals	✓		
ii. Communication skills, oral, written and presentational	✓		
iii. The ability to manage, supervise and direct the activities of children and young people	✓		
iv. Ability to support the use of ICT and the software programmes used in schools		✓	
v. The ability to deploy a range of strategies and techniques to encourage positive behaviour and maintain order and discipline	✓		
vi. Displays commitment to the protection and safeguarding of children and young people	✓		Application and interview
<b>Knowledge</b>			
vii. Relevant (to be agreed) subject and/or curriculum expertise		✓	
viii. How children and young people learn		✓	
ix. How ICT can be used effectively to motivate children to learn	✓		
x. Health and safety policy and the role of the individual in ensuring its implementation	✓		
xi. Equalities and inclusion policies and how these are implemented in schools	✓		
xii. Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application and interview

<b>Qualifications and experience</b>				
xiii.	Willingness to undertake relevant training and development		✓	
xiv.	GCSE grade 'C' (or equivalent) or above in English and mathematics	✓		
xv.	Experience working with children and young people in a paid or voluntary capacity	✓		
xvi.	NVQ3 in Teaching Assistance or equivalent qualification		✓	