



JOB DESCRIPTION	
Job Title	Learning Support Assistant
Reporting To	Cass Teacher
Line Manager Of	n/a
Pay	Grade 2

Job Purpose

- To work in partnership with class teachers to support learning by working with individuals or small groups of children under the direction of teaching staff.

Key Responsibilities

Learning and Development Activities

To provide support for learning activities across all areas of the national curriculum and to provide feedback to the teacher on student progress with objectives and tasks.

Implement planned learning activities/teaching programmes as agreed with the teacher

Adjust learning activities based on pupils' responses as appropriate to achieve effective learning outcomes.

To clear up after activities ensuring displays are kept safe and tidy.

Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour.

To assist in the development of My Plans using the ASD Model and to help students advance towards their targets and to provide feedback on progress.

To support students to review their own learning wherever possible.

To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher.

Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.

Provide information to the Teacher for monitoring, assessing and recording pupil progress/activities.

To support learning by arranging/providing resources for lessons/activities under the direction of the teacher.

Behaviour, Therapy and Play

To implement agreed behaviour management strategies to promote positive behaviour.

To support therapists and students before, during and following therapy sessions and to assist with therapies as required.
To support in activities which enable students to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth.
To support students to participate as inclusively as possible in all activities.
To help students manage their own feelings and relationships with others.
Care & Safety
To provide support to student's general welfare, including emergency First Aid, feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable.
To be familiar with students care plans and provide care, encouragement and maintain dignity.
To assist with monitoring of physical wellbeing including students eating habits to support the development of students independence.
To support students emotional wellbeing, self -reliance self-esteem and resilience.
To assist in intimate care as required.
To assist in the administration of medication to students as required and in accordance with their Care Plan and legal guidelines.
To maintain the health and safety of students when outside the school setting.
To assist in the supervision of students during break and lunchtimes and in the use of school transport.
Communication
To provide support to communication and interaction needs including facilitating communication for students who use augmentative or alternative means of communication.
To support students and their families for whom English is an additional language (EAL).
To establish and maintain effective communication with parents, carers and families about the care and education of their children through communication books review meetings and phone calls.
Team Working
To provide cover for colleagues, including in unfamiliar classes.
Liaise with other staff and provide information about pupils as appropriate.
Support the work of volunteers and other Learning Support staff in the classroom.
Additional Information
This work requires emotional and physical resilience.

It involves supporting students in participation in all areas of learning, including academic studies, therapeutic specialist support, one off projects, life skills development and community-based activities.

The work does involve sitting at low tables or on the floor and may involve lifting or restraint of students; there is training available.

The work is in a busy and, at times, noisy environment, with intensive interactions with students with communication and interaction difficulties

Working with Special Educational Needs students requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation.

The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the student's special need may result in staff being verbally or physically injured.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

Safeguarding Responsibilities

1. Adhere to School Safeguarding Policy and ensure the safety of students at all times.

Leadership Responsibilities

1. Be an excellent role model to both staff and students and adhere to the ALS Golden Rules at all times.

Professional Standards

[Professional Standards for Teaching Assistants](#)

PERSON SPECIFICATION	
Criteria	Essential / Desirable
Qualification	
Level 2 or equivalent in Numeracy / Literacy	Desirable
Teaching / childcare or health & social care qualification	Desirable
Manual Handling qualification	Desirable
Health, safety and wellbeing training	Desirable
Skill	
An understanding of the educational objectives of the school	Essential
An understanding of how children learn	Essential
Ability to support learning across all areas of the curriculum	Essential
Ability to lead and direct the work of others	Essential
Excellent planning and organisation skills	Essential
Excellent communication skills including ability to communicate sympathetically with children and parents	Essential
Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others	Essential
Contributes to effective teamwork	Essential
Understands and supports others	Essential
Values people equally and encourages inclusive participation	Essential
Willing to work in line with all ALS policies and procedures and attend all supervisions	Essential
Deals and copes with change	Essential
Works well in a challenging environment	Essential
Copes with ambiguity	Essential
Remains calm and professional at all times	Essential
Is self-aware and able to undertake self-evaluation	Essential
An understanding of care plans and their use	Desirable
Alternative communication skills	Desirable
Experience	
Experience of accurate record keeping	Essential
Experience of working within a health and social care setting (paid or voluntary)	Desirable
Experience of a SEN learning environment	Desirable
Experience of group/class supervision	Desirable
Experience of monitoring and recording individual progress	Desirable
Personal Qualities	
Passionate about supporting young people with a disability in a dignified and person centred way	Essential
Committed to a proactive approach to meeting the needs of students	Essential
Approachable and helpful	Essential
Acts with honesty, integrity and discretion	Essential
Concerned with the health, safety and wellbeing of others	Essential
Displays drive and energy and enthusiasm to enable progress and achieve results	Essential
Works systematically and plans effectively	Essential

Delivers on objectives	Essential
Committed to continuous professional development	Essential
Other	
Enhanced DBS and Children's Barred List Check will be carried out	Essential
Contracted working hours are term time 10.00am to 3pm plus occasional after school training, dates notified in advance	Essential
Participate in relevant training and development opportunities	Essential

Original copies of certificates will be required prior to appointment.

Employee Name	Employee Signature