

# Grundisburgh Primary School

## Learning Support Assistant

**Job Title:** Learning Support Assistant

**GRADE:** Grade 2 Point 4

**Responsible to:** Senior Leadership Team

### LEVEL DESCRIPTION

The teacher plans lessons and directs learning. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of the teacher/SENCO, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

The post holder will be expected to have some expertise in the area of behaviour management

The post holder has no requirement to supervise others, but may demonstrate tasks to new colleagues or give advice and guidance to others.

### DUTIES AT THIS LEVEL

#### Support for pupils

- Undertake a range of specialised tasks to support learning across all age ranges within the school e.g. supporting literacy and numeracy work
- Work with pupils with varying needs, either one-to-one or in small groups
- As appropriate, look after and support sick/upset pupils
- Some lunchtime support of children with specific needs.
- Attend to the physical needs of identified pupils including intimate care and handling according to any intimate care plan where necessary
- Liaise and communicate effectively with the classteacher and SENCO to support learning progress
- Keep written records of pupils' learning as required
- Communicate (either verbally or in writing) with learners' parents as required.
- Undertake first aid as required.
- Show initiative to carry out self initiated tasks to benefit learning

#### Support for the teacher

- Provide support for the teacher during lessons, e.g. through directed work within the curriculum or supervising small groups of pupils.

- Maintain records of pupil needs and progress to inform teachers of pupil progress
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

**Support for school**

- Attend and contribute to Performance Review meetings.
- Engage any professional development identified as a result of Performance Reviews or linked to your role (including specialist training)
- Liaise with outreach services to provide for the needs of specific pupils (as appropriate)
- Attend and contribute to staff meetings (including briefings and planning meetings) and staff training (such as Child Protection, Behaviour training, Health and Safety) as required by the Headteacher
- Follow all school policies and procedures (All policies including Safeguarding Children, Health and Safety, Single Equalities, Inclusion, Curriculum and Learning and Teaching can be viewed at the School Office/school website)
- Be mindful of personal work life balance and well being, communicating any concerns to the Senior Leadership Team

The duties and responsibilities of any post may change from time to time, and post holders will be expected to be flexible to carry out other work (in negotiation with the SENCO or Headteacher) not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

SIGNED \_\_\_\_\_ (TEACHING ASSISTANT)

PRINT NAME \_\_\_\_\_

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ (HEADTEACHER)

PRINT NAME \_\_\_\_\_

DATE \_\_\_\_\_

## PERSON SPECIFICATION

| Criteria                                   | Essential to basic performance of job   | Required for fully competent performance of job  |
|--|---|--|
| <b>Knowledge:</b>                          |   |  |
| Technical or specialist                    | <ul style="list-style-type: none"> <li>• Experience of working with pupils particularly those with challenging behaviour</li> <li>• Knowledge and use of a range of equipment</li> <li>• Basic knowledge of first aid</li> <li>• Recognised competence in literacy and/or numeracy</li> </ul> | <ul style="list-style-type: none"> <li>• Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</li> <li>• Awareness of health and safety procedures</li> <li>• Experience of one to one support, where appropriate</li> </ul> |
| Literacy and numeracy                      | <ul style="list-style-type: none"> <li>• Ability to read and understand instructions</li> <li>• Ability to complete reports such as incident report form, behaviour diary, progress report etc</li> </ul>   |  |
| School environment                         |   | <ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>  |
| <b>Mental Skills:</b>                      |   |  |
| Research                                   | <ul style="list-style-type: none"> <li>• Assist teacher with information gathering and resources as appropriate</li> </ul>  |  |
| Problem solving                            | <ul style="list-style-type: none"> <li>• Ability to recognise and resolve or report problems</li> </ul>   |  |
| Thinking creatively / Developing new ideas | <ul style="list-style-type: none"> <li>• When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability</li> </ul>   |  |

## Interpersonal & Communications Skills:

- |   |  |   |
|---|--|---|
| Caring skills   | <ul style="list-style-type: none"><li>• Sensitivity to pupils' needs</li></ul>   |   |
| Advising / guiding skills   | <ul style="list-style-type: none"><li>• Advising and guiding pupils on the best way to handle situations, under the teacher's direction</li><li>• Encouraging pupils to participate in or complete tasks</li><li>• Ability to conciliate between pupil in playground or classroom disputes</li></ul>           | <ul style="list-style-type: none"><li>• Providing information to other members of staff in relation to pupils' behaviour, activities and general progress</li></ul> |
| Verbal and written communications skills (including use of languages) | <ul style="list-style-type: none"><li>• Ability to communicate clearly</li><li>• Ability to encourage participation and give feedback to pupils</li><li>• Ability to maintain appropriate level of confidentiality</li><li>• Attending and contributing to review and other meetings, as appropriate</li></ul> |   |

## Other attributes:

- |                   |  |  |
|-------------------|--|--|
| Level of autonomy | <ul style="list-style-type: none"><li>• Work is covered by set policies and procedures</li><li>• Teaching Assistants at this level will have a greater level of autonomy than those at level A, although their work will still be managed by the teacher or a more senior teaching assistant</li><li>• Able to work with small</li></ul> |  |
|-------------------|--|--|

groups of pupils when carrying out specific tasks or on field trips etc

- Able to supervise larger numbers of pupils when during break/lunchtime
- Able to make decisions on when to refer queries/problems to another member of staff