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## Job Description & Person SPECIFICATION

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| **Group:** | EDUCATION AND LIFELONG LEARNING |
| **Division:** | School Support and Improvement |
| **Section:** | Access and Inclusion |
| **Sub Section:** | Learning Support Service |
| **Post Title:** | Learning Support Assistant |
| **Vision Post Number:** |  |
| **Grade:** | Grade 6 Term Time Only + SCA Allowance |
| **Responsible to:** | Headteacher, LSS coordinator |
| **Posts Reporting to this Post:** | None |
| **Team:** | Access and Inclusion - Learning Support Class based in school |
| **CRB Required Level:** | Enhanced |
| **Location:** | Penrhys Primary |
| **Date of Description:** | 1st May 2016 |

**Key Objectives**

**To provide support for pupils within the Learning Support Class to ensure maximum access to the curriculum and life of the school.**

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# SPECIFIC RESPONSIBILITY

The key responsibilities include:

1. Supporting pupils in the base or in the mainstream classroom to ensure access to appropriate curriculum and any necessary exam arrangements under the direction of a teacher.

1. Preparation of learning materials.
2. Assisting pupils in class, group and one to one activities.
3. Helping in the development of pupils’ social communication and independence skills, promoting good behaviour.
4. Helping pupils organise their work.
5. Implementing specialist programmes provided by Speech and Language Therapist, OT, Physiotherapist.
6. Preparing and implementing teaching programmes / interventions under the direction of the classteacher.
7. Reinforcing, consolidating work, adopting materials / schedules of work in accordance with pupils needs under the direction of a teacher.
8. Attend to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid, welfare, toileting, feeding and mobility matters in line with school policies and guidance
9. Support to develop self care / self help skills recognising and rewarding achievements.
10. Encouraging appropriate social interaction and social behaviour in and out of the classroom. Supporting emotional and social wellbeing of pupils.
11. Supporting pupils during break and lunch times.
12. Accompanying pupils on educational visits.
13. Attending meetings to contribute educational observations when requested e.g. ALNCO meetings, multi agency reviews.
14. Monitoring pupil records (e.g. assessments, coursework).
15. Day to day care of any specialist equipment reporting defects to class teacher.
16. Participating in the general life of the school to promote inclusion of pupils.
17. Complying with all appropriate Safeguarding and Health and Safety as set out in school policies.
18. Assisting with specialist assessments (e.g. monitoring pupil progress on B Squared, Boxall, reading and numeracy assessments) under direction of class teacher
19. Liaise with parents at the beginning / end of day under guidance of class teacher.
20. Administration of medication following policy and guidance.
21. Under the direction of teacher deal with any problems or emergencies that may arise, following policy and procedure.
22. Contributing to the preparation and implementation of required paperwork (e.g. IBPs, reports to outside agencies transition plans etc.) to support the class teacher.
23. Maintaining and increasing relevant knowledge and skills through professional development activities as directed by the Access and Inclusion Service and Headteacher.
24. Supporting individual children in line with their health care plan, (specific training will be provided by Health Service as appropriate).

To carry out health and safety responsibilities in accordance with the Divisions health and safety responsibilities document.

To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required by the Service Director, Headteacher, or as a mutually agreed development opportunity.

THE CONTENTS OF THE DOCUMENT WILL BE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POST HOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

*Protecting Children and Vulnerable Adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable Adults.*



PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge/ Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The **Special Conditions and Professional Requirements** section describes any other qualities appropriate to the particular circumstances associated with this role.

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| **ATTRIBUTE** | ESSENTIAL | **DESIRABLE** |
| KNOWLEDGE /EDUCATION | Accurate use of literacy and numeracy | Confident use of range of ICT |
| EXPERIENCE | Working with children in school or learning settings | Working with children with additional learning needs |
| **COMPETENCIES** | **Community and Social Care Competency Framework** | |
| 1. **Working with Team Members** | * + Asks for support when needed.   + Contributes to a strong team spirit of shared responsibility and cooperation. | |
| 1. **Communicating Effectively** | * + Communicates clearly and effectively.   + Uses style of language that others (e.g. children, young people, community representative, managers, professionals) can clearly understand. | |
| 1. **Earning Service Users' Trust** | * + Is person centred, and empathetic in responding to individuals' emotional and psychological wellbeing.   + Maintains clear professional boundaries whilst demonstrating a clear understanding of the service users' issues. | |
| 1. **Working with Change** | * + Is willing to try new ways of working and is flexible to them.   + Makes changes and ideas a reality, and helps to make them work. | |
| 1. **Achieving Results** | * + Is able to work effectively when under pressure.   + Is flexible, can switch tasks/roles/priorities to deal with new demands changes or new information. | |
| 1. **Encouraging Professional Development** | * + Is open to alternative methods of development e.g. training, coaching, reading, mentoring, experimental learning.   + Participates in regular reviews and supervisions to identify goals and areas for development. | |
| SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS | Commitment to professional development in the field of Additional Learning Needs including accredited specialist training.  Must have regard to all school Safeguarding and Health and Safety requirements. | |