

LEARNING SUPPORT ASSISTANT/COVER SUPERVISOR Grade 5

JOB PURPOSE:

- To work under the guidance of teaching and or members of the school leadership team and within an agreed system of supervision.
- To support individuals and groups of pupils to enable access to learning, this could include those requiring detailed and specialist knowledge in particular areas eg literacy, numeracy.
- To contribute to the teachers planning cycle to ensure all pupils' have equal access to learning.
- To supervise whole classes during the short term absence of teachers. The main focus of such cover will be to, respond to questions, assist pupils to undertake set activities and stay on task and maintain order.
- To act as an examination invigilator when required.
- To provide administrative support for the school when required.

SUPPORT FOR PUPILS:

- As required, to register and record student attendance.
- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of IEPs, and IBPs.
- To provide instruction and appropriate resources for pupils.
- To create a calm and purposeful environment in which pupils can complete work set.
- Establish purposeful working relationships with pupils, and engender high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Attend to pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid, toileting, feeding and mobility.
- Following training administer medication in accordance with the procedures for LEA and school policies.
- Support pupils consistently while recognizing and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others.
- Promote the independence and employ strategies to recognize and reward achievement of self-reliance.
- Provide effective feedback to pupils in relation to programmes and recognize and reward achievement including behaviour and attendance.
- Follow school systems and procedures on behaviour management.
- To undertake marking of pupils' work and accurately record achievements/progress.
- Act as an examinations invigilator when required.

SUPPORT FOR THE TEACHER:

- Work with the teacher to create a purposeful, orderly and supportive learning environment.
- Work with the teacher in lesson planning, evaluation and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and the recording of achievement against pre-determined learning objectives.
- Inform the relevant line manager about the impact of programmes on pupils' learning.
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities.
- Provide for the teacher as requested oral and written feedback on pupils progress and achievement.
- As agreed with the teacher, be responsible for keeping and updating records. As requested contribute to the review of school record keeping systems.

SUPPORT FOR CURRICULUM:

- Implement agreed learning activities and teaching programmes.
- Implement programmes linked to local learning strategies e.g. literacy, numeracy, ICT.
- As directed by the Student Support manager, have specific involvement with a particular type of intervention in order to promote progression and continuity for pupils. NB Literacy, numeracy, SEN, NBAR
- Make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Support the curriculum when supervising classes in the absence of a teacher.

SUPPORT FOR THE SCHOOL:

- Be aware and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school including Curriculum Cymreig.
- Establish purposeful relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress for pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognize own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of other support staff as appropriate.

- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

Experience

- Experience of working with children of relevant age.

Qualifications

- Very good numeracy/literacy skills.
- NVQ 3 for Teaching Assistants or equivalent qualification e.g. Braille Level 2, BTEC:- Speech and Language, BSL Level 2.
- Training in the relevant strategies to support learning e.g. literacy or specific areas of hearing, sign language, dyslexia, ICT, Maths and English.
- Appropriate first aid training.

Knowledge/Skills

- Can use ICT effectively to support learning.
- Use of other equipment and technology – video, photocopier.
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national/foundation phase, curriculum 14 – 19 pathways and other relevant learning programmes/strategies as appropriate.
- Understanding of principles of child development and learning processes.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Summary

- Involved in whole planning cycle
- Implement work programmes
- Evaluation and record keeping
- Cover supervisor
- Specialist SEN / subject / literacy/numeracy/well being
- Pastoral support
- Learning mentors
- Behaviour support
- Exclusions, attendance