

Post title: Learning Support Assistant

Salary and grade: NJC 4-5, £22,814 - £23,176

FTE: £26,017 - £26,429

Line manager/s: Class Teacher/SLT



Main purpose of the job:

To work under the guidance of teaching/ senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of pupils. This role will involve assisting the teacher in the management/ preparation of resources. To support pupils, giving adequate opportunity for developing independence, with learning activities as directed by teaching / senior staff.

Key duties and responsibilities

Pupil Progress:

- Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils to participate and achieve in learning activities
- Promote independence and employ strategies to recognise and reward its achievement
- Be aware of pupil problems/progress/achievements and report to the Teacher as agreed_
- Supervise and support pupils, ensuring their safety and access to learning_

Professional Practice:

- Support the Class Teacher with children's access to learning by facilitating access to the lesson content and materials
- Support any personal care needs of pupils as and when required
- Step up for Teaching Assistants as required to cover for absence / training (be aware of and uphold professional standards for Teaching Assistants in these instances)
- Support midday supervision as directed
- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies

- Carry out appropriate medical procedures as required. Appropriate training will be provided: gastrostomy, tracheostomy care etc.
- Prepare the classroom, as directed, for lessons, clear away afterwards and assist with the display of pupils' work

General Duties:

- Engage as an active member of the school team
- Be a flexible and supportive member of the team
- Be willing to undertake professional development where appropriate
- Engage and motivate pupils
- Improve the quality of pupils' learning
- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Demonstrate analytical thinking.
- Demonstrate empathy with and an appreciation of the care needs of pupils.

Whole School Ethos:

- Initiate, contribute to, or respond in a timely manner with respect to child safeguarding procedures
- Make effective use of all resources, including ICT and personnel
- Contributes towards the School's Vision and Values, particularly promoting the careers, enterprise and developing positive outcomes for all our learners
- Understands and works to the expectations set out within the Trust/school policies.
- Use the performance management process to drive school improvement through the raising of teaching and learning.
- Promote the wider aspirations of the school.

Safeguarding and Child Protection:

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and safeguarding policy adopted by the school
- Has up to date knowledge of relevant legislation and guidance in relation to working with and the protection of young people.
- Displays commitment to the protection and safeguarding of young people.
- Values and respects the views and needs of young people.
- Is willing to work with organisational procedures and processes and to meet required standards for the role.
- Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;

- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	GCSE's or equivalent in Maths and English, grade C or above/4-9	•	
	Working towards NVQ Level 3		•
	Qualifications in aspects of SEN provision e.g. PECS, CPI, Makaton, behaviour management		•
Knowledge & Experience	Experience of working in an educational or care setting with adults or young people	•	
	Experience of working in special schools with a range of pupils with SEN		•
	Functional ICT skills	•	
	Up to date knowledge of relevant legislation and guidance in relation to working with and the protection of young people		•
Personal Effectiveness	Ability to deal with challenging behaviour	•	
	Ability to use own initiative	•	
	Ability to motivate and encourage pupils	•	
	Ability to observe and monitor progress and maintain records	•	
Thinking Ability & Mental Demands	Awareness of confidentiality and the ability to deal appropriately with sensitive or difficult situations	•	
	Display the highest level of integrity and complete trustworthiness and discretion	•	
	Able to prioritise and organise work effectively, and to remain calm under pressure	•	
	Proactive approach to work, being responsive, empathetic and supportive to all within the school	•	
Interpersonal Relationships & Communication Skills	Good oral and written communication skills	•	
	Good interpersonal skills	•	
	Able to establish effective relationships with those working in and with the school	•	
General	A commitment to safeguarding and promoting the welfare of children	•	