

Job Description



Job Title: Learning Support Assistant – Key Stage 3/4
Responsible to: Head Teacher
Hours of work: Monday to Thursday, 08:30 hrs -16:30 hrs.
Friday 08:30 hrs - 15:30 hrs.

The criteria for this job description makes reference to Professional Standards for Learning Support Assistants and candidates will be expected to demonstrate the following values, knowledge, understanding and skills.

SUPPORTING AND DELIVERING LEARNING

To work under the guidance of teaching staff to implement agreed work programmes with individuals or groups, in or out of the classroom. This could include requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning & assessment cycle and responsibility for the management/preparation of resources. They may occasionally take responsibility for whole classes during the short term absence of teachers where the primary focus will be to maintain good order and to keep pupils on task.

Support for pupils

- Attend to the pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- Support and apply the specialist approaches to teaching and learning and the positive management of behaviour that is the philosophy of Talbot House School
- Use specialist skills to consistently support pupils, relating to their individual needs, in accessing the whole curriculum
- Assist with the development and implementation of IEP's
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance, encouraging pupils to take responsibility for their own behaviour
- Provide feedback to pupils in relation to progress and achievement
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attitude

Support for the teacher

- Work with the teacher to establish an appropriate learning environment, this will include preparation of the classroom and other areas pupils access, creating a purposeful, orderly and supportive environment and assisting with the display of pupils' work
- Work with the teacher in lesson planning, evaluating, reviewing and adjusting lessons/activities/plans as appropriate
- Monitor and evaluate pupils' responses to learning activities and experiences through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupils achievement, progress and other matters, ensuring availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher
- Undertaking marking of pupils' work following the Unit policy
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents

Support for the curriculum

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through individual support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support children during sessions run by outside agencies

Support for the school

- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/vision and aims of the school
- Establish constructive relationships and communicate with colleagues, agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own needs in terms of personal development and in relation to the school needs
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and support and assist in the development and training of staff as appropriate
- Supervise pupils on educational visits and experiences as required
- Undertake duties as directed by the Head teacher

Additional responsibilities for Learning Support Assistants

- To work within an Autistic Specific environment with a class of pupils having complex needs
- To have knowledge and understanding of the complex needs of the individual pupils in order to successfully support them
- To contribute to Autistic Specific policies
- To work with the class teacher in developing and reviewing Positive Handling Plans
- To support the class teacher in the application and analysis of Autistic Specific assessments.