



Outline Job Description

POST TITLE:	LEARNING SUPPORT ASSISTANT
POST REF:	
GRADE:	BAND 5, SCP'S 4 - 6

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
4. The Council is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriate differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivate and interact with them, being aware of their individual needs, support difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils both in the main teaching area and in outdoor play areas.
- Assist in the planning of learning activities
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and access to learning in the classroom as well as on school visits, trips and out of school activities.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well-being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.

- Will prepare, create and maintain a purposeful, orderly and supportive environment in the classroom as directed to meet the lesson plans and relevant learning activity. This will include taking responsibility for the care, preparation, maintenance (checking quality/safety and reporting any damages) and use of equipment/resources/materials, assisting pupils in their use and clearing/storage afterwards.
- Will be aware of pupil problems/progress/achievements whilst monitoring pupil responses to learning activities; accurately recording/reporting these and provide detailed and regular feedback to the teacher in an agreed format whilst providing constructive feedback to the pupils in relation to their progress and achievement (under the guidance of the teacher or person in charge).
- Promote positive values, attitudes and good pupil behaviour whilst encouraging pupils to take responsibility for their own behaviour; supporting the teacher in managing this, dealing promptly with conflict and incidents (including those involving restraint) and reporting difficult behaviour where appropriate in line with established policy.
- Will gather/ report information from/to parents/carers as directed, taking into account parental concerns and deal with them sensitively under the direction of the teacher where necessary.
- Will provide general clerical/administration support as directed by the teacher e.g. maintain manual and computerised records, administer resources for agreed activities, assisting with the display of pupils work, photocopying, typing, filing, collecting/handling small amounts of cash/cheques etc.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use.
- Will participate in training and other learning activities and performance development as required.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities as required; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required)

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with Data Protection Act principles and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL	DESIRABLE
EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental caring responsibility 	
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1 • Relevant qualifications relating to the post e.g. Level 2 NVQ in Health, children, practical skills, first aid. • Evidence of further training/development and/or willingness to participate in further training and development opportunities 	
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Will possess knowledge of the Authority's relevant procedures or practices • Will have an outline understanding of relevant legislation • Will have knowledge of some of the policies covering their services' area of responsibility • Problem solving skills • Good communication skills • Exercising advisory, guiding, negotiating or persuasive skills at a developed level • Good numeracy/literacy skills • Will possess a good knowledge of correct spelling, grammar and punctuation • Basic ICT skills • An understanding of the needs of a multicultural society • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs • Knowledge of childcare • Awareness of child development • Knowledge and commitment to schools Equality policy • Ability to relate well to pupils and adults 	

	<ul style="list-style-type: none"> • Ability to work constructively as part of a team • Ability to remain calm under pressure • Demonstrate a commitment to working with children of the relevant age • Demonstrate good co-operative, interpersonal and effective listening skills • Maintain confidentiality in matters relating to the school, its pupils, parents or carers • Ability to perform all duties and tasks with reasonable adjustments where necessary • Ability to cope with the requirements of the post, which may include working with pupils who have emotional/ behavioural/physical difficulties
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OFFICE USE ONLY:

COMPILED BY:	
DATE OF ISSUE:	