**Education Links**

**Learning Support Assistant**

**Job Description**

**Post Purpose:**

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| ● | To subscribe to the vision and objectives of Education Links in line with School policies and procedures  |
| ● | To work under the guidance of the classroom teacher to promote the learning and personal development of the student to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.  |
| ● | To support the classroom teacher with their responsibility for the development and progress of all students having particular focus on students with a diagnosis of Autism Spectrum Condition (ASC)  |
| ● | To work with the teacher and other staff in creating and maintaining a purposeful, orderly and supportive learning environment  |
| ● | To develop and maintain effective and supportive mentoring relationships with students and young people and those engaged with them |
| ● | To promote the inclusion of all students, ensuring they have equal access to opportunities to learn and develop  |
| ● | To be responsible for promoting and safeguarding the welfare and wellbeing of students and young people within the School  |

**Reporting to:**

 Teacher - Autism Provision OR Designated Member of SLT

**General**

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| **Location** **Disclosure** | ​In various premises, at the discretion of SLTEnhanced  |

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**Responsibilities:**

These responsibilities are intended as a guide to the range and level of work expected of the post holder. It is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

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| **Support for the Student** * To provide 1:1 support throughout the teaching day according to agreed rota
* To aid the student to learn as effectively as possible both in group situations and on his/her own by, for example:
	+ Clarifying and explaining instructions
	+ Ensuring the student is able to use equipment and materials provided
	+ Motivating and encouraging the student(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students’ needs
	+ Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
	+ Using praise, commentary and assistance to encourage the student to concentrate and stay on task
	+ Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate (STL5, STL19, STL24, STL30, STL25)
	+ Providing additional nurture to individuals when requested by the class teacher or SENCO
	+ Consistently and effectively implementing agreed behaviour management strategies
	+ Helping to make appropriate resources to support the student
* To establish constructive, supportive relationships with the student concerned
* To work as part of a team in the designated teaching group and across the wider school
* To promote the acceptance and inclusion of the student with SEN, encouraging students to interact with each other in an appropriate and acceptable manner
* To monitor the student’s response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
* To give positive encouragement, feedback and praise to reinforce and sustain the student’s efforts and develop self-reliance and self-esteem
* To support the student in developing social skills both in and out of the classroom
* To mark students’ work under the direction of the class teacher
* To support the use of ICT in learning activities and with specific programmes to support learning. (For example – PECS)
* When working with a group of students, understand and use group dynamics to promote group effectiveness and support group and individual performance
* Where appropriate, to know and apply positive handling techniques, using Team Teach handling strategies
* To support colleagues in ensuring the welfare of the individual students is catered for, including minor medical needs (STL38, STL39, STL40, STL42, STL43)
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| * Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information in respect of the needs of students (STL60)
* To be aware of confidential issues linked to home/student/teacher/school
* To contribute to processes and procedures for improving attendance
* To contribute towards reviews of the student’s progress as appropriate, including annual review meetings and IEP reviews
* To carry out the above duties in accordance with the Equal Opportunities Policy.

 **Support for Learning** * Within an agreed system of supervision, to work with teaching staff to develop lessons, work plans and the classroom environment (STL5, STL23, STL24, STL31)
* To assess, feedback and record the achievements, progress and wellbeing of students through agreed monitoring systems (STL9, STL17, STL23, STL24, STL29, STL30)
* To establish and maintain constructive relationships with parents/carers by: -supporting their role in students’ learning

-providing constructive feedback on students’ progress and achievements -facilitating their support for their child’s attendance -support home to School/community links (STL20, STL24, STL30) * To develop, with the teacher and other colleagues, behaviour management strategies, including those based on Team Teach handling practice. To be proactive in managing behaviour and promote self-control, independence and integration (STL19)
* To support student transitions and attend parents’ events as appropriate (STL20, STL60)
* To accompany classes on educational visits, with other staff as appropriate (STL 59)
* To work with colleagues to complete administrative tasks and prepare displays (STL16, STL31)

 **Support for the School** * To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person, and complying with legal and

organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment * To contribute to overall ethos/work/aims of the school
* To attend and participate in regular meetings and in training and other activities as required to further knowledge and skills of working with a child with specific learning difficulties, maintaining an up-to-date professional portfolio (STL21)
* To assist in the general care of the school environment (STL31, STL57)
* To supervise students at the beginning and end of the day and at break and lunch times (STL3, STL41, STL19)
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| * To take an active part in the Performance Management process (STL21)
* Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings (STL1, STL5, STL21, STL23)

 **Support for the Curriculum** * Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary (STL2, STL8, STL11, STL18, STL23, STL25, STL26, STL41)
* To use ICT effectively to support learning activities and develop pupils competence and independence in its use
* To be responsible for management of stock levels and for maintenance/quality/safety of specialist equipment within the classroom (STL31)
* To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account student’s interests, language and cultural backgrounds (STL7, STL8, STL11, STL18, STL31)
* To assist with the development of Social, Literacy, Numeracy and ICT skills and to support their use in learning activities (STL6, STL11, STL18, STL23, STL25, STL26, STL27)
* To undertake the invigilation of tests where appropriate

**Maintaining Professional Competencies**  * To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them
* To follow Education Links’ intimate care & toileting policy
* Ensure your own professional competence remains sufficient to provide effective support by seeking support for your practice and development. Keep informed of relevant legislation
* Contribute to the identification and sharing of good practice between individuals to enhance supportive provision
* To meet regularly with the designated line manager and other school staff to discuss students and make use of feedback from Line Manager and other relevant staff to improve work practise
* Provide regular feedback to relevant staff, professionals and parents. As directed, provide clear evidence and reports to inform other agencies working with pupils.
* To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
* To attend and participate in regular meetings, and in training and development opportunities as appropriate

  **Other** * Undertake such other duties as the Principal from time to time may direct
* Maintain a CPD portfolio and fully participate in the Performance Management system
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| ● | Reimburse the School for CPD under the terms of the Staff Training Agreement if leaving the School’s employ, e.g. leaving within 12 months of the completion of a funded course |

**Both Level 2 and 3 National Occupational Standards (NOS) are relevant to this generic job description. A new member of staff in this role will be expected to meet the Level 2 standards and then progress to Level 3. This progress will be mapped as part of the performance management process**

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| **Level 2 core standards**   |
| STL1  | Provide support for learning activities  |
| STL2  | Support children’s development  |
| STL3  | Help to keep children safe  |
| STL4  | Contribute to positive relationships  |
| STL5  | Provide effective support for your colleagues  |
| STL19 (L3)  | Promote positive behaviour  |
| **Other Level 2 optional standards identified in generic job description**  |
| STL6  | Support numeracy and literacy activities  |
| STL7  | Support the use of information and communication technology for teaching and learning  |
| STL8  | Use information and communication technology to support pupil’s learning  |
| STL9  | Observe and report on pupil performance  |
| STL11  | Contribute to supporting bilingual and multi lingual pupils  |
| STL12  | Support a child with disabilities or special education needs  |
| STL16  | Provide displays  |
| STL17  | Invigilate tests and examinations  |

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| **Level 3 core standards**  |
| STL3  | Help to keep children safe  |
| STL18  | Support pupil’s learning activities  |
| STL19  | Promote positive behaviour  |
| STL20  | Develop and promote positive relationships  |
| STL21  | Support the development and effectiveness of work teams  |
| STL22  | Reflect on and develop practice  |
| **Other Level 3 optional standards identified in generic job description**  |
| STL8  | Use information and communication technology to support pupil’s learning  |
| STL23  | Plan, deliver and evaluate teaching and learning activities under the direction of a teacher  |
| STL24  | Contribute to the planning and evaluation of teaching and learning activities  |
| STL25  | Support literacy development  |
| STL26  | Support numeracy development  |
| STL28  | Support teaching and learning in a curriculum area  |
| STL29  | Observe and promote pupil performance and development  |
| STL30  | Contribute to assessment for learning  |
| STL31  | Prepare and maintain the learning environment  |
| STL38  | Support children with disabilities or special needs and their families  |
| STL39  | Support pupils with communication and interaction needs  |
| STL40  | Support pupils with cognition and learning needs  |
| STL41  | Support pupils with behaviour, emotional and social development needs  |
| STL42  | Support pupils with sensory and/or physical needs  |
| STL43  | Assist in the administration of medication  |
| STL59  | Escort and supervise pupils on educational visits and out of school activities  |
| STL60  | Liaise with parents, carers and families  |