

Role Profile: 1:1 Learning Assistant

Purpose

To support a pupil with additional needs, as directed by the Inclusion Lead and Class Teachers, to enhance progress and raise achievement in any curriculum area both inside and outside the classroom. To work closely with the school Inclusion Lead, Class Teachers and on your own initiative, to prepare and deliver appropriate provision within your teaching team to provide consistent and effective support. To make a valid contribution to the social, academic, moral, physical and emotional development.

Key Accountabilities

- To develop an understanding of the specific needs of the pupil.
- To develop strategies to support the learning and pastoral needs of the pupil.
- To manage the pupil as advised by Specialists, the SENCo, Inclusion Lead and Class Teacher.
- To carry out any specific duties as outlined in EHCP's / Support Plans such as interventions.
- To carry out specific duties as directed by the SENCo, Inclusion Lead and Class Teacher.
- To establish acceptance of and inclusion of the pupil in the classroom environment.
- To aid the pupil to learn as effectively as possible, both in group situations and individually, inside and outside the classroom such as: booster groups, assisting in areas of specific weakness, assisting in the management of pupils' social interactions and behaviour, helping the pupil to concentrate on and finish work.
- To help adapt and find differentiated materials to enable the pupil to access the class curriculum.
- Work effectively as part of the Teaching team and Learning Support team by contributing to the quality of teaching and learning.
- To promote positive behaviour, as per the school policy.
- To support the pupil throughout the school day: in class, transition periods, assemblies, play times.
- To establish a positive and supportive relationship with the pupil and family concerned.
- To use methods of promoting and reinforcing the pupil's self-esteem.
- Safeguard the health and safety of the pupil while in your care, both when on school premises and when they are engaged in authorised school activities elsewhere.
- To maintain the Learning Support team's system of assessing, recording and monitoring pupil progress.
- To provide feedback about pupil's difficulties and/or progress to the SENCo, Inclusion Lead and Class Teacher.
- To write reports about the pupil's progress as requested by the SENCo, Inclusion Lead and Class Teacher.
- To participate in the evaluation of the support programme, with the SENCo, Inclusion Lead and Class Teacher.
- To report any problems about arrangements or any incidents to the Inclusion Lead and Class Teacher.
- To attend meetings, including meetings with parents and planning meetings.

Additional Responsibilities

- To contribute to the full educational experience by assisting with duties, the extra-curricular programme, school outings, educational visits, residential trips, school productions and various activities and events.
- To participate in any training and development activities, in order to maintain own professional development or to enhance competence within the job role.
- To undertake any duties and responsibilities commensurate with the post and participate in the regular review of the content of the job description.
- Under guidance from the teacher - work, support and complement the teaching by: preparing practical resources for the lessons such as resources, differentiated worksheets or visual aids and supporting in behaviour management and reinforcing agreed rules when working with pupils.
- Attendance at Parent Teacher Meetings if requested.
- Attendance at Open Mornings if requested.
- Maintain and encourage links within the whole school.
- To promote the aims and ethos of the school.
- Be a good role model in terms of dress, punctuality, attendance and behaviour.
- Attendance at staff INSET and any relevant training, as directed by the SENCo and Inclusion Lead.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct.
- To demonstrate a personal commitment to safeguarding and student and colleague wellbeing.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with school policy.
- To engage in safeguarding training when required.

Person Specification

Skills:

Ability to work and communicate with young children.	Essential
To be diplomatic and tactful.	Essential
Ability to communicate with teachers and parents.	Essential
Able to deliver pre-planned programmes of work to children.	Essential
Ability to deal sensitively with people and resolve conflicts.	Essential
Ability to communicate effectively in a verbal and written form to a range of audiences.	Essential

Knowledge:

Understanding of Safeguarding in School; Health and Safety; Data Protection; Race Relations; Confidentiality issues.	Essential
Understanding of SEND and the SEND Code of Practice.	Essential
Understanding of strategies to support children with additional needs.	Essential
Child development. First Aid. Safe working practices.	Desirable

Qualifications and Experience:

Experience of working in an educational environment.	Essential
Experience of working with children with Special Educational Needs.	Essential
Experience of being a 1:1 Learning Assistant.	Desirable
GCSE Grade C or above in Maths and English.	Desirable
NVQ.	Desirable
Other relevant qualifications e.g. First Aid, Lego Therapy, ELSA Training.	Desirable

Attitude and Approach:

Need to be flexible and empathetic; most of all, a strong conviction that every child can acquire strategies to ensure that they fulfil their true potential.	Essential
A sensitivity to the needs of young people.	Essential
Personal integrity, honesty, energy, stamina, enthusiasm.	Essential
Open minded, self-evaluative and adaptable to changing circumstances and new ideas.	Essential
Willingness to be involved in the wider life of the school.	Essential
Ability to prioritise.	Essential
Good interpersonal/communication skills.	Essential

Special Requirements:

Willingness to obtain an Enhanced DBS check.	Essential
Willingness to obtain any relevant overseas criminal record checks.	Essential
A good health and attendance record.	Essential
A willingness to comply with all Cognita and Akeley Wood policies and procedures	Essential