

Role Profile: Learning Support Assistant (Government funded)

Purpose

The post holder will assist in the educational and social development of a pupil (on a 1:1 basis) with Special Educational Needs, under direction of the SENDCo and teaching staff. This will involve helping the Class Teacher in supporting the pupil on a one-to-one or small group basis, across a wide range of activities and supported learning tasks, including the preparation and maintenance of differentiated resources, in order to meet the requirements of the pupil's Educational Care Health Plan.

Key Accountabilities

1. In liaison with, and under the guidance of the Class Teacher and following best practice, support pupils appropriately on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusivity to ensure progression and continuity. Assist in the implementation of Individual Education Plans (IEP's), and EHCP, and help monitor progress against targets set. In addition, the LSA will monitor pupil's responses to the learning and feedback to the teacher on the pupil's progress.
2. Assist with learning across the whole curriculum to support learning outcomes using the teachers planned teaching and learning method, supporting pupils in the use of ICT and the promotion of IT as a tool to enable learning.
3. Contribute to the pupil's development and their physical and mental wellbeing, promoting and instilling appropriate behaviours, and keeping pupil on task, using School policies and procedures to achieve this.
4. Support the social and emotional well-being of the pupil, providing positive feedback and praise to reinforce and sustain their efforts and develop resilience and self-esteem; report problems to the teacher, or as appropriate and in-line with School policy and procedures, such as health and safety, child protection, behaviour management.
5. Assist in play-time supervision and general lunchtime supervision as required.
6. Support the learning, including implementing intervention programmes, in order to meet targets as required by the Special Educational Needs and Disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
7. Assist with special activities and extracurricular activities across the school, such as sports days, plays, concerts, open days, day trips, and educational visits.
8. Provide general administrative support and attend meetings and training sessions as required and directed by your line manager or Headteacher.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

	Essential	Desirable
Qualifications	GCSE Grade C or above in Mathematics and English Language or equivalent qualification or skill level	Level 3 Qualification in Learning Support Courses or Childcare, as relevant to the role.
Skills	<p>Good interpersonal and communication skills that enable instructions to be understood by pupils at differing levels to promote learning and understanding.</p> <p>Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post.</p> <p>Relevant skills to follow and deliver an intervention programme successfully, monitoring the baseline and progression.</p> <p>Computer literate with the ability to positively promote the use of ICT in pupil learning.</p> <p>Ability to adapt support to ensure personalised learning that is motivating and fun. Show initiative to ensure tasks are engaging.</p>	<p>Problem solving skills that enable a pro-active and effective approach in supporting pupils for continued improvement.</p>
Experience	<p>Enthusiasm for and knowledge of supporting children with Special Educational Needs</p> <p>Establishing and maintaining positive relationships with children that encourages and enables child development</p> <p>Implementing strategies that promote positive behaviour</p> <p>Excellent attendance record</p>	<p>Working with young children in a relevant environment.</p> <p>Experience of successfully delivering a specific programme of support to an individual or small group of children.</p> <p>Knowledge of early years/KS1 Curriculum and phonics teaching strategies.</p>

<p>Other</p>	<p>Positive and approachable with patience and the presence to inspire confidence and trust combined with an enthusiasm to see children progress and develop.</p> <p>Willing to work flexibly as the needs and demands of school fluctuate. Strong working ethos with a high level of commitment to the school and its values.</p> <p>A nurturing nature which will support and develop the wellbeing of all pupils.</p> <p>Adaptable and sensitive when dealing with challenging and sometimes demanding situations with the ability to be reflective, self-critical and to respond to feedback understanding the need for confidentiality.</p>	<p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community.</p>
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Key Stakeholders:

Internal – Pupils, Class Teachers, SENDCo, SLT

External – Parents

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

To be signed and dated by employee:

Signed:

Name (print):

Date: