

JOB DESCRIPTION

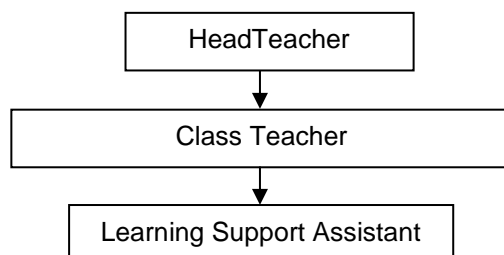
School: Brookfields School	Location: Tilehurst, West Berkshire
Job Title: Learning Support Assistant	Grade / Salary Range: Band D

To support the Teacher in the smooth and effective running of the class, working collaboratively with colleagues as part of a professional team. To assist in the planning of lessons, collaborating with professionals and parents and supervising whole classes during short term absences of the Teacher

NOTE

Working with our pupils requires a particular understanding and appreciation of their individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of some of our pupils can be difficult and dangerous and can therefore be emotionally and physically demanding for staff.

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



To promote and support the education of all pupils at Brookfields School.

To promote and support Brookfields mission, vision and values.

To uphold and lead by example the values of Brookfields school of Ambition, Partnership, Caring and Learning.

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to support the school in safeguarding children through the following of relevant policies and procedures.

To support and ensure Teaching assistants carry out their duties efficiently, effectively and in line with the school's mission, vision and Values.

Working under the direction of a Teacher:

- ☐ To consistently promote positive values, attitudes and behaviour
- ☐ To support all pupils in their learning and development, in whole class settings, small groups or with individual pupils as directed, treating them with respect and consideration
- ☐ To have high expectations of all pupils' achievement and behaviour and a commitment to raising educational standards

- ☐ To encourage all pupils to participate in all aspects of school life
- ☐ To encourage the social and emotional development of pupils
- ☐ To encourage pupils to become more independent

Planning & Expectations

Working within school policies and procedures to:

- ☐ Promote equal opportunities for all pupils.
- ☐ To have an understanding of all disabilities; be able to 'see' it from the pupil's perspective and create a trusting bond.
- ☐ To interpret the environment in such a way that makes it accessible to the pupil and allows access to what is happening in their near and distant environment.
- ☐ To work alongside other professionals to develop a curriculum to focus on the pupil's individual needs.
- ☐ To understand the need for consistency and repetition to allow for the reinforcement of experiences from incidental learning.
- ☐ To support communication by providing strategies to enable the pupils to actively anticipate and participate in activities, as well as providing opportunities to respond and express their opinions and wishes.
- ☐ To plan, support and encourage social interaction and engagement with others.
- ☐ Contribute to the planning of opportunities for pupils to learn, which may also include out-of-school contexts in accordance with school policies and procedure.
- ☐ To assist in the preparation and adaptation of teacher planning and create learning activities and resources that are differentiated and modified, to ensure pupils can access the curriculum and all learning opportunities in order to make progress towards their outcomes.
- ☐ To assist the Teacher and other members of the pupils' multidisciplinary teams in the planning and development of work programmes, therapy programmes, work activities and support programmes.
- ☐ Help to implement lesson plans, therapy programmes and IEP targets for pupils.
- ☐ To foster confidence in pupils to be active learners, be confident to explore and experiment within their surroundings
- ☐ Some pupils are rarely aware of the effects of their actions on others or the environment. It is for the LSA to ensure this information is conveyed by the appropriate team members
- ☐ To create situations where pupils need to think for themselves to solve problems.
- ☐ To reduce isolation and egocentricity.
- ☐ Provide constructive feedback to pupils (where appropriate), Teachers, Therapists and parents (both verbal and written) on pupil learning and progress.
- ☐ To support pupils with independent daily living tasks and personal hygiene routines, as needed, which may include intimate care.

Monitoring & Assessment

- ☐ Contribute to monitoring and assessing pupil progress, including observations.
- ☐ Record and report on pupils' achievements and development, under an agreed system of supervision, providing constructive feedback to pupils (as appropriate), supporting them as they learn.
- ☐ Record pupils' responses to tasks, including engagement, participation, and level of independence.

Teaching and Learning Activities

- ☐ Communicate effectively and sensitively with pupils to support their learning.
- ☐ Promote and support the inclusion of all pupils in learning activities.
- ☐ Use behaviour management strategies in line with the school's policy and procedures to contribute to a purposeful learning environment.
- ☐ Work with individuals or small groups, under the supervision and / or direction of the Teacher.
- ☐ Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and by challenging bullying and harassment, following relevant policies and procedures
- ☐ To assist with the supervision of and encourage good behaviour amongst pupils.
- ☐ Organise and manage safely the learning activities, the teaching space and resources.
- ☐ Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Professional Values and Practice

- ☐ Have high expectations of all pupils and promote and reinforce pupils' self-esteem.
- ☐ Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds.
- ☐ Be committed to raising the educational achievement of pupils.
- ☐ Build and maintain successful relationships with pupils, treating them consistently, with respect and consideration and to be concerned for their development as learners.
- ☐ Demonstrate and promote the same positive values, attitudes and behaviour that are expected from pupils.
- ☐ Work collaboratively with colleagues.
- ☐ Carry out all aspects of the role effectively and to seek help and advice when necessary.
- ☐ Liaise sensitively and effectively with parents, carers, and outside agencies as necessary, recognising their roles in pupils' learning.
- ☐ Continually seek to improve own practice, including through observation, examination and discussion with colleagues and seek advice or guidance as necessary.
- ☐ Contribute to the overall aims / ethos work of the school.
- ☐ To work with individuals or small groups under the direction of the Teacher.

General

- ☐ Administer medication and other medical procedures after appropriate training has been given.
- ☐ Maintain a safe environment for pupils, staff and visitors to the school.
- ☐ Meet with parents (e.g. at open evenings) as necessary.
- ☐ Supervise pupils off site on school trips and other external visits.
- ☐ Provide welfare support for pupils.

Additional Duties

Any other duties which reasonably fall within the purpose of the post, that are commensurate with the responsibilities of the role, and which may be allocated by the Teacher.

- ☐ No direct budgetary responsibility

PERSON SPECIFICATION

Job Title:	Learning Support Assistant	School:	Brookfields School
Reports to (job title):	Class Teacher	Location:	Tilehurst, West Berkshire

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

<u>Qualifications & Experience</u> <ul style="list-style-type: none"> <input type="checkbox"/> Relevant qualifications to include either A Levels, NVQ3 (including English and Maths) or NNEB plus GCSEs grades A to C / 9-4 in English and Maths or recognised equivalent <input type="checkbox"/> In the absence of the relevant qualifications the candidate must have at least 2 years relevant experience supported by a written statement from a line manager and demonstrate that they meet the professional literacy and numeracy standards expected of the role at interview. <input type="checkbox"/> Have attended relevant SEN specific CPD <input type="checkbox"/> Experience with pupils with learning difficulties / SEN <input type="checkbox"/> 2 years' experience within a school-based setting / learning environment <input type="checkbox"/> Experience of working with children with medical needs i.e. Epilepsy <input type="checkbox"/> Qualified First Aider 	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The NVQ level provides key guidance and training on working with children that is necessary for this role in the absence of a qualification, assessment at interview will demonstrate the levels of competency required <input type="checkbox"/> Supporting statement will provide evidence that they can meet the expectations required of the role <input type="checkbox"/> Working with pupils with a range of abilities and adapting methods and resources to suit individual needs. <input type="checkbox"/> All pupils within the school have SEN and experience of this across the School is always encouraged <input type="checkbox"/> Experience in a school-based setting is desirable to be able to pick up the role quickly and efficiently <input type="checkbox"/> A qualified First Aider certificate is useful within the school environment
<u>Knowledge</u> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of the Early Years Curriculum or National Curriculum, together with ability to adapt to meet the needs of the individual pupil <input type="checkbox"/> Understanding the child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities <input type="checkbox"/> Awareness of multi-sensory impaired pupil's abilities, disabilities, 	<p>D</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to confidently assist with the planning of lessons and group sessions <input type="checkbox"/> Working at an appropriate level and pace to allow pupils to make maximum progress <input type="checkbox"/> To be able to ensure that all pupils are included as part of the school <input type="checkbox"/> Working with pupils from a range of backgrounds and Special Needs <input type="checkbox"/> Information about the multi-sensory impaired pupil needs to be shared with

<p>communications, behaviours and skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness of pupil protection and bullying issues <input type="checkbox"/> Knowledge and demonstration of the key factors that can affect the way pupils learn <input type="checkbox"/> Awareness of and willing to promote the school's social inclusion policies and practices 	<p>D</p> <p>D</p> <p>D</p> <p>E</p>	<p>other people to increase their understanding and empathy</p> <ul style="list-style-type: none"> <input type="checkbox"/> It is essential that all staff are aware of pupil protection and bullying issues to ensure the safety of all pupils <input type="checkbox"/> Knowledge of behaviours and proactive strategies are essential in order that the post holder can deal effectively in all situations
<p><u>Skills and Abilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Proven skills in basic literacy and numeracy <input type="checkbox"/> Good planning and organisational skills <input type="checkbox"/> Ability to implement outcomes set by the Multi-Disciplinary and Behaviour teams <input type="checkbox"/> Able to communicate effectively with pupils, parents and other staff <input type="checkbox"/> Able to accurately record progress and keep class records up to date <input type="checkbox"/> Ability to make use of ICT to support pupils' learning <input type="checkbox"/> Able to confidently and competently apply knowledge and skills acquired from training into a practical classroom context <input type="checkbox"/> Able to motivate and encourage pupils <input type="checkbox"/> Intuitive, imaginative and creative <input type="checkbox"/> Ability to recognise different types of behaviours and differentiate actions accordingly 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In a Teacher's absence take a lead role teaching a class and directing other assistants <input type="checkbox"/> To be able to feedback to parents and teachers about the progress of children and to be able to work inclusively with everyone <input type="checkbox"/> Take pupils for 1:1 sessions and small groups <input type="checkbox"/> Administer assessment tests <input type="checkbox"/> To ensure that the children that you work with in School gain as much as they can from each task <input type="checkbox"/> To ensure that the pupils that you work with in School gain as much as they can from each task <input type="checkbox"/> The need to be able to create resources that are differentiated and modified to suit the individual needs and support success <input type="checkbox"/> Report and feedback to appropriate staff any relevant information on the pupils <input type="checkbox"/> To ensure that the children that you work with in School gain as much as they can from each task
<p><u>Work-related Personal Qualities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively enjoys working with, is sympathetic to their needs and has empathy with pupils <input type="checkbox"/> Professionally discreet and able to respect confidentiality <input type="checkbox"/> Flexible approach to tasks <input type="checkbox"/> Confident and able to use own initiative <input type="checkbox"/> Firm, sensitive and effective approach towards pupil discipline <input type="checkbox"/> Enthusiastic and committed <input type="checkbox"/> Ability to work as part of team <input type="checkbox"/> Ability to listen to advice and act upon support given <input type="checkbox"/> Ability to form effective relationships with colleagues and 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It is extremely important that the postholder enjoys working with children so that they can deal with all situations in a caring and sympathetic manner <input type="checkbox"/> At times there may be confidential discussions about children or families that you are involved in to better understand your role <input type="checkbox"/> Flexibility around the school may be required at any time <input type="checkbox"/> Working with other members of staff at all levels is a key requirement of the role to ensure that the school runs smoothly

students, understand professional boundaries and demonstrate suitability to work with children	E	
<u>Other Work-related Requirements</u>		
<input type="checkbox"/> Suitability to work with Pupils <input type="checkbox"/> DBS Check <input type="checkbox"/> Patient and resilient <input type="checkbox"/> Observant <input type="checkbox"/> Good sense of humour <input type="checkbox"/> Willing to attend INSET Days, Twilights and evening meetings as required <input type="checkbox"/> Willing to attend training, including intervention training, and implement actions <input type="checkbox"/> Willing to attend training necessary to ensure all certification is kept up to date <input type="checkbox"/> Able to manage the physical aspects of working with pupils with SEN (such as floor work, manual handling, standing for prolonged periods and toileting and changing) <input type="checkbox"/> This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential to the post.	E E E E E E E E E E E	<input type="checkbox"/> To ensure the post holder is able to demonstrate the appropriate suitability to work with pupil <input type="checkbox"/> The post holder may be required to attend meetings offsite and at times outside of working hours <input type="checkbox"/> The post holder will need to ensure that they are up to date with any necessary training for the role <input type="checkbox"/> Liaise with parents and staff as appropriate about pupils.