

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have. Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title: Learning Support Assistant. Temporary Post September 2018-July 2019

Directorate: Wentworth Nursery School and Children's Centre

Reporting to: Learning Support Co-ordinator (LSC)

Grade: Scale 3 Spinal point 14 -17 £19,644.00 - £20,775.00

Job description

Purpose of the post: To enable all children including children with SEND to flourish in their learning. To enable children to engage in learning under the direction of the LSC/Deputy Headteacher and class teachers.

Main duties and responsibilities:

Support for Pupils:

- ❖ To enhance children's learning through participating in rich meaningful learning experiences.
- ❖ Assist with the development and implementation of support plans
- ❖ Establish constructive relationships with pupils and interact with them according to individual needs.
- ❖ Promote the inclusion and acceptance of all pupils.
- ❖ Encourage pupils to interact with others and engage in learning experiences led by keyworkers.
- ❖ Set challenging and demanding expectations and promote self-esteem and independence.
- ❖ Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- ❖ Deliver pastoral and learning support.
- ❖ To deal with minor incidents and the health and hygiene of the children.
- ❖ Under the direction of LSA/DHT/class teachers, to work with small groups of children and to take responsibility for their learning.

Support for the Nursery:

- ❖ Create and maintain a purposeful, engaging and challenging environment, in accordance with lesson plans and assist with the display of pupils' work.
 - ❖ Use strategies, in liaison with the LSA, to support pupils to achieve learning goals.
 - ❖ Assist with the planning of learning experiences.
 - ❖ Monitor pupils' responses to learning experiences and accurately record achievement/progress as directed.
 - ❖ Provide detailed and regular feedback to LSA/DHT/teachers/keyworker on children's achievements and progress.
 - ❖ Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
 - ❖ To establish and maintain constructive relationships with parents/carers by:
 - supporting their role in pupils' learning;
 - providing constructive feedback on pupils' progress and achievements;
 - facilitating their support for their child's attendance;
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-support home to school/community links.

- ❖ To work in partnership with the school to support the school induction programme. This may include contributing to parents welcome evenings.

Support for the Curriculum:

- ❖ Undertake meaningful and agreed learning experiences, adjusting activities according to pupil responses.
- ❖ Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- ❖ Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.



Support for the School:

- ❖ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ❖ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- ❖ Contribute to the overall ethos/work/aims of the school.
- ❖ Appreciate and support the role of other professionals.
- ❖ Attend and participate in relevant meetings as required.
- ❖ Participate in training and other learning activities and performance development as required.
- ❖ Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. To assist in the general care of the school environment by undertaking tidying of general areas
- ❖ To promote equal opportunities at all times.
- ❖ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- ❖ Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- ❖ To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- ❖ Enhanced DBS check.
- ❖ Strong commitment to furthering equalities in both service and delivery and employment practice.
- ❖ The post holder must at all times carry out his/her responsibilities with due regard to The Hackney Learning Trust's policy, organisation and arrangements for Health and Safety at Work.
- ❖ It is your responsibility to carry out your duties in line with The Hackney Learning Trust's policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- ❖ You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Job title:	Teaching Assistant (General) Level 2
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Person Specification

	Essential	Desirable
Qualifications		
NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	✓	
1.		
2.		
3.		
Experience/Dispositions		
4. Working with or caring for children of relevant age.	✓	
5. A willingness to be flexible and responsive to the schools' needs	✓	
6.		
7.		
Knowledge		
8. Basic understanding of child development and learning	✓	
9. To have a general understanding of the Early Years Foundation Stage Curriculum	✓	
10. Understanding the value of outside play and learning	✓	
11. To have an understanding of first aid procedures	✓	
12. Understanding of safeguarding procedures	✓	
13. To understand that children and adult have a variety of ways to communicate their needs.	✓	
14. To have an understanding of how children's next steps of learning is determined.		✓
Skills		
15. Good numeracy/literacy skills.	✓	
16. Effective use of ICT to support learning.		✓

17.	Use of other equipment technology – video, photocopier.		✓
18.	Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
19.	Ability to relate well to children and adults.	✓	
20.	Work constructively as part of a team.	✓	
21.	Display commitment to protection and safeguarding of children and young people.	✓	
22.	Experience of working with children with Special Educational Needs and disabilities		✓
23.	Experience of using a range of communication strategies such as Makaton or Picture Exchange Communication System (PECS)		✓