



Learning Support Assistant JOB DESCRIPTION

Service Area: High Ash C.E. Primary School

Line Manager: Deputy Headteacher

Job Purpose and Expectations:

Working under the instruction / guidance of teaching staff/HLTAs & the SLT:

- To provide high quality learning support to all children in the school, including those with SEND to ensure all can access the full curriculum through whole class learning
- To provide high quality pastoral support for all children, including those with ASD/ SEMH, by following our positive behaviour management policy and use of de-escalation strategies/positive behaviour language in line with STEPS, including 1:1 and small group working with children if needed
- To make an effective contribution to building positive relationships with children and other adults in the school so that all children can flourish and achieve their potential
- To deliver reading interventions to identified children following school approach to reading support and as directed by teacher/SENCO
- To deliver additional specific interventions for children with SSPs/EHCPs in line with their targets and needs
- To deliver Phonics teaching to small groups as directed by teacher and Phonics Leader
- To support the class teacher in adapting resources for key children to support them with access to the full curriculum
- To provide medical and first aid support
- To plan, prepare and supervise lunchtime structured activities and to cover in the school lunch hall
- To effectively support the culture of safeguarding within school
- To support with the daily Walking Bus and school transport systems
- To continue to drive for self-improvement through attendance at meetings and training as required by the school
- To complete performance management targets and evidence progress against these
- To read and respond to weekly communication issued from the school

Vision and Values:

To demonstrate the vision and values of the school in everyday work and practice:

- To put pupils at the heart of everything you do to ensure all children can flourish, no matter what their starting points or backgrounds
- To embody the PROUD principles which are embedded into our daily life, demonstrating them in your own actions, and ensuring they are reflected in everything we do
- To encourage our pupils to 'Grow Together Shine Forever' to become the very best version of themselves, to then let their light shine on others and to have the highest ambitions for them
- To ensure your attitudes and behaviours reflect the school values of: teamwork, positivity, success, contribution, kindness, belonging and love.
- Develop positive relationships with **all** children and promote their general progress, achievements, well-being and participation in all aspects of school life

Duties include:

Support for Pupils

The expectation is that the majority of support for children will take place in class, supporting children access the curriculum that is delivered to the whole class by the class teacher, or in small groups.

It is not our school policy to withdraw children for interventions that result in them missing access to our full curriculum. Only reading interventions and SSP or EHCP interventions should be completed out of class for short time periods and at differing times of the day/week. Small groups can be withdrawn during main lessons to work elsewhere in school, yet under the direction of the class teacher/HLTA and within a main lesson (e.g. there should not be an intervention for English during a Maths lesson or History lesson for example)

The main focus for the role is to support pupils and that this should be how the majority of time is spent.

- Support pupils' **educational** development (under the delegated direction and guidance of the class teacher) by contributing effectively to learning activities. Support may include:
 - Develop an understanding of the needs and targets of supported pupils by ensuring have read and understood their SSPs/EHCPs
 - Assist with the development of individual pupil support plans
 - Lead targeted individual or group interventions and directly support pupils who are working on certain programmes (e.g. Nessy)
 - Motivating and encouraging the pupil through positive language in line with STEPS training
 - Building on pupil strengths and improving areas of weakness and gaps in learning
 - Clarifying teacher instructions and expectations for pupils who you are working with in the lesson and/or in groups/1:1
 - Taking an active role in main input of the lesson
 - Simplifying tasks if required for pupils
 - Ensuring all PPM children have a reading book appropriate to their ability and in agreement with the teacher
 - Support lowest 20% of readers within year group in line with our reading approach for interventions (read to, read with, explain Star Words) to develop fluency and comprehension skills
 - Helping pupils to stay on task and complete their work
 - Encourage and support pupils to achieve the agreed targets
 - Assist and encourage pupils by helping them to identify and access appropriate resources and facilities
 - Use ICT to advance pupils' learning as required
 - Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
 - Assist with the planning of learning activities
 - Monitor pupils' responses to learning activities. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Support pupils' **social** development (under the delegated direction and guidance of the class teacher) by contributing effectively to behaviour management
 - Promote the inclusion and acceptance of all pupils
 - Support through praise and reward - praise in public and discipline in private
 - Encourage pupils to interact with others and engage in activities led by the teacher

- Establish supportive, constructive relationships with pupils and interact with them according to individual needs and with compassion and care
 - Help pupils to develop good relationships with staff and other pupils
 - Support students with emotional problems, helping them to develop their social skills through social group/nurture group work
 - Set challenging and demanding expectations and promote self-esteem and independence
 - Use a variety of techniques aimed at enhancing pupils' self-esteem, managing their behaviour, and improving relationships with peers in line with STEPS training
 - Help pupils to develop personal organisation
 - Communicate effectively with teachers and SLT to overcome difficulties that pupils are experiencing, and collaborate with them to agree strategies for improvement
 - Establish constructive relationships with parents/carers
- Provide **behaviour** support for pupils to ensure that the school is calm and purposeful at all times through following STEPS training
 - Encourage children to interact and work cooperatively with others
 - Demonstrate, promote and encourage the positive values, attitudes and good behaviour expected from all pupils at High Ash School
 - Follow the 'Remember at High Ash we...'
 - Follow the principles of 'catch them being good' and praise in public, discipline in private
 - Use positive behaviour language
 - Follow scripts as agreed
 - Assist the teachers/SLT in identifying needs and solutions for challenging behaviours including Roots and Fruits and use of behaviour tracker as per STEPS
 - Assist with the development and implementation of individual pupil behaviour plans
 - Promote good pupil behaviour, dealing promptly and fairly and without bias conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
 - Work with pupils individually, as part of a group or as part of the whole class, to develop strategies aimed at achieving behavioural change, ensuring appropriate targets (as set by the SLT) are met
 - Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and challenging bullying or harassment, following relevant policies and procedures.
 - Maintain a positive approach to behaviour management, supporting the school's policies including those of attendance, uniform and behaviour.
- Provide assistance for pupils (where required) during internal and public examinations through reading and transcribing
 - Appreciate, work with and support the role of other professionals such as speech therapists and occupational therapists, as necessary

Support for Teachers

- Help to maintain a well organised, tidy, pupil friendly, interactive and supportive learning environment
- Cover a class for a short period of time if a teacher is absent or temporarily unavailable (e.g. for planned PPA time) - but under the supervision of a qualified teacher on site
- Administer routine tests and invigilate exams
- Undertake routine marking of pupils' work (under the delegated direction of the class

teacher)

- Assist with offsite activities, accompanying 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
- Assist the class teacher in liaising with parents about their child's needs, interests and progress, and encouraging the involvement of parents/carers in the education of their child(ren)

Administrative Support

- Assist class teachers and SENCo with maintaining student records:
 - Maintaining a record of work undertaken with pupils (e.g. in school diaries)
 - Contributing to pupil records, targets, plans and reviews
 - Gathering evidence of performance
- Assist class teachers in organising the learning environment at a time agreed with the teacher including:
 - Ensuring that resources and equipment are available and appropriate to meet the needs of the individual pupils within the class/group
 - Undertaking the preparation of learning resources (e.g. photocopying, labelling books)
 - Organising pupils' work (e.g. checking diaries)
 - Maintaining a high standard of wall displays
 - Administering other tasks necessary to maintain a good learning environment
- Communicate effectively with parents, other agencies and professionals as required, and log all communication.
- Work with other professionals such as Speech Therapists and Occupational Therapists.
- Assist the school staff in the organisation of events such as sports day, productions etc.

Medical Needs and Interventions

- Administer first aid where required, reporting injuries to appropriate parties where applicable (e.g. informing parents of head bumps) and recording first aid given in medical record book
- Care appropriately for children taken ill whilst at school and to support Office staff in contacting parents where necessary.
- Undertake additional training when required to ensure the specific medical needs of pupils can be dealt with accordingly e.g. catheterisation procedures

Break and Lunchtime supervision

- Be responsible for the supervision of pupils during playtime and lunchtime cover, ensuring that pupils are behaving appropriately at all times
- To plan and lead organised playtime activities that engage pupils in constructive play
- Ensure that children are safe, happy and secure during breaktime and lunchtime, both in the dining hall and on the playground:
 - To praise children where their behaviour is good, kind and helpful
 - To closely observe the children to identify potential conflict before it occurs
 - To closely observe the children to anticipate and prevent accidents
 - To closely observe the children on the adventure play equipment to ensure that they play co-operatively and safely.

School Policy and Procedures

- Ensure safeguarding of children at all times, reporting concerns to the DSL in line with school policy and procedures and using the appropriate resources (e.g. MyConcern)
- Show safeguarding and due diligence in the running of Walking Bus and school bus system at start and end of day
- Maintain confidentiality at all times

- Maintain safe working practices in accordance with Buckinghamshire Council guidelines and policies
- Actively support the school's policies and procedures including (but not exclusive to) those relating to child protection, equality and diversity, inclusion and health, safeguarding and well-being, confidentiality and data protection, health and safety, security.
- Work as a team member, liaising as necessary with Headteacher, Deputy Head and SENCo, Assistant Head, classroom teachers and outside agencies
- Be aware of, and support, difference and ensure all pupils have equal access to opportunities to learn and develop
- Attend and participate in relevant meetings as required
- Contribute effectively to housekeeping and maintenance tasks on site/keeping communal areas (staffroom, ICT suite, Library etc.) clean and tidy

Standards and Expectations

- Have high expectations for all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds and be committed to developing their ability to learn
- Act professionally at all times
- Support and contribute to the overall aims and ethos of the school
- Act as a positive role model, to promote teamwork and ensure effective working relationships
- Set a good example, especially in terms of punctuality and attendance.
- Be ready for work at the start time of contracted hours, working up to and including end of contracted hours
- Be courteous to colleagues, parents, governors and visitors to the school, providing a welcoming environment in line with the school's values
- Follow the school's behaviour policy, including to discipline in private, praise in public
- Promote the school and celebrate its success at every opportunity
- Adhere to the school's staff handbook and code of conduct policies.

Development and training

- To be proactive in the continuation of your own learning, to improve the outcomes for pupils by participating in a range of professional development opportunities e.g. training and other learning activities
- Participate in team and staff meetings as required, including half termly CPD.
- Disseminate information from professional development activities undertaken, to assist colleagues in enhancing their own knowledge
- Actively engage in the annual Performance Management review process and participate in performance development as required
- Undertake additional training courses as required by the needs of the school e.g. First Aid or Step-Up training (to enable confident de-escalation and a positive handling framework for pupils).
- Attend/contribute to weekly LSA meetings as required to share ideas and/or queries
- Attend supervision sessions arranged by SLT following any major behaviour incident or safeguarding matter

There will be some instances where development and training opportunities will fall outside the 38 week pupil term. In these instances, suitable remuneration would be made.

Safeguarding

High Ash CE School is committed to safeguarding children and promoting the welfare of children. An enhanced DBS and qualifications check will be carried out upon appointment of the successful candidate.

All LSAs must attend annual safeguarding training and ensure that their training is up to date.

All LSAs to complete NSPCC training on Safeguarding Children with SEN.

All LSAs are expected to read the latest School Handbook and Keeping Children Safe in Education.

More information on High Ash School, including our Safeguarding statement and Child Protection policy, can be found on our website www.highashschool.co.uk

The above duties are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

This job description will be supplemented by annual target based outcomes, which will be developed in conjunction with the post holder. It will be subject to regular review and the School reserves the right to amend or add to the duties listed.