

Role Profile: Learning Assistant

Purpose

To work primarily with a range of pupils, as directed by the Inclusion Lead and Class Teachers, to provide support and raise achievement for individual pupils and groups of any ability and in any curriculum area both inside and outside the classroom. To work closely with the school Inclusion Lead, Class Teachers, Technology Coordinator and on your own initiative, to prepare and deliver appropriate provision and within your teaching team to provide consistent effective support for all pupils.

Key Accountabilities

- To develop a knowledge of a range of learning support needs relevant to the school.
- To develop an understanding of the specific needs of pupils to be supported.
- To aid the pupil/s to learn as effectively as possible both in group situations and individually, inside and outside the classroom e.g booster groups, Toe by Toe, priority reading, assisting in areas of specific weakness such as speech and language and writing tasks, assisting in the management of pupils' social interactions and behaviour, helping pupil/s to concentrate on and finish work.
- To establish a supportive relationship with the pupil/s concerned.
- To establish acceptance of and inclusion of the pupil/s in the classroom.
- To manage pupil/s as advised by the Inclusion Lead and Class Teachers.
- To use methods of promoting/reinforcing the pupils' self-esteem.
- Safeguard the health and safety of the pupil/s while in your care both when on school premises and when they are engaged in authorised school activities elsewhere.
- To carry out any specific duties as outlined in the provision maps or IEPs.
- To carry out all specific duties/activities as directed by the Inclusion Lead and Class Teachers.
- To deliver Food Technology lessons.

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

Skills/Aptitudes

Ability to work and communicate with young children	Essential
To be diplomatic and tactful	Essential
A willingness to work throughout the Junior School.	Essential
Ability to communicate with teachers and parents	Essential
Able to deliver pre-planned programmes of work to children	Desirable
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 Base

Understanding of Safeguarding in School; Health and Safety; Data Protection; Race Relations; Confidentiality issues.	Essential
Child development. First Aid. Safe working practices.	Desirable
To motivate and inspire pupils.	Essential
An understanding of team work	Essential
Understanding of SEND	Desirable

Qualifications/Attainment/Experience

GCSE Grade C or above in Maths and English	Desirable
NVQ	Desirable
Experience of working in an educational environment.	Desirable
Experience of working with children with Special Educational Needs.	Desirable
Other relevant qualifications/training e.g. First Aid	Desirable

Key Stakeholders:

Internal – All School non/Teaching employees, Pupils

External – Education Establishments, Supplier, Parents

Signed: **Name (print):**

Date: