|  |  |
| --- | --- |
|  |  |
| **Job Description** |  |
|  |  |
| Job Title: | Learning Assistant |
|  |  |
| Job Scale: | Scale 2 (Point 3-4) |

**BASIC JOB PURPOSE**

* To undertake a specialist role working collaboratively with teaching staff and other support staff to enhance the development and education of students.
* To meet the specific needs of individual students, or a small group of students, as directed by teaching staff.
* To meet the specific needs of individual students, in line with their statement of Special Educational Needs.

|  |  |
| --- | --- |
| **Reporting to:** | SENCo or Lead Learning Assistant |
| **Responsible for:** | n/a |

**MAIN RESPONSIBILITIES**

|  |  |
| --- | --- |
| **1** | Support the preparation, planning and implementation of individual and group learning activities and intervention programmes across the whole academy, working alongside and in conjunction with professional teaching staff. |
| **2** | Use appropriate learning strategies, resources and specialist equipment to meet the learning objectives of lessons; differentiating tasks as appropriate for individuals or groups of children with varied abilities and special needs. |
| **3** | Manage the behaviour of students whilst they are undertaking their work to ensure a constructive environment, and pre-empt/deal with situations arising in accordance with academy policies and procedures. |
| **4** | Evaluate students' responses throughout learning activities, determine what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding. |
| **5** | Analyse, monitor and track individual student progress through a range of assessment and monitoring techniques; deliver student learning boost sessions for identified and specific areas of weakness; provide accurate assessments and reports on development to inform the class teacher’s decisions regarding Individual Education and Behaviour Plans for students. |
| **6** | Access, maintain and update a range of student and academy records to facilitate assessment of students’ progress. |
| **7** | Ensure that student’s health and safety is maintained in, around and for out of academy educational visits including supervised use of subject specific tools, equipment and learning materials. |
| **8** | Supervise attendance to the student’s personal, social and physical needs by other academy staff so that student’s wellbeing is maintained. |
| **9** | Prepare and maintain classroom resources so that they are readily available for use. |
| **10** | Liaise with other professional staff, parents and outside agencies to ensure effective communication concerning the maintenance of students’ wellbeing. |

**

*Part of the Trinity family of academies and schools*

|  |
| --- |
| Other Specific Duties: |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school. * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required * Attend staff and other meetings and participate in staff training and development events as required * To actively engage in the performance review process * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary * To work in the best interests of the academy, students, parents and staff * To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety * Undertake the role of a Form Tutor within the academy’s Vertical Tutoring pastoral structure, and provide relevant and appropriate pastoral support * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role * To work at locations across the academy Trust, as required.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date |

|  |  |  |
| --- | --- | --- |
| **PERSON SPECIFICATION** | | |
| **Job Title: Learning Assistant** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * good numeracy and literacy skills * experience of basic technology, PC, internet, MS Office packages * ability to relate well to children and young people. * experience of working with, or caring for, children or young people of relevant age. | * 4 GCSE’s including English and Maths (or equivalent). * relevant experience of a learning environment |
| **Knowledge & Understanding** | * understanding of the purpose and role of learning support. * understanding of the classroom environment. * understanding of behaviours not conducive to learning and able to deal with a variety of situations. | * understanding of Safeguarding and Child Protection issues. * knowledge of First Aid. * understands the abilities of students across the Academy and able to provide the required level of support. |
| **Skills & Abilities** | * work as an effective team member and apply given instructions * able to apply written and verbal instructions * able to set up basic, and routinely use, equipment and resources under the instruction of the teacher * able to organise, plan and complete tasks. * initiative to support learning, with some guidance and support from the teacher * able to communicate effectively with young people and adults (parents, other staff) * high personal standards and able to provide a role model for students and staff * seek support and advice when necessary | * willingness to develop own understanding through advice and training * think clearly in emergency situations |
| **Personal Qualities** | * enjoyment in working with young people and families * an excellent record of attendance and punctuality * prioritise and manage own time effectively * commitment to personal development and learning. | * reliability, integrity and stamina * respect confidentiality |