

## **Learning Support Assistant- PE** **Job Description**

**Post:** Learning Support Assistant PE - 30.5 hours per week, 39 weeks per year (includes 5 Professional Development Days)

**Job Purpose:** To assist the teaching staff in the education, supervision and welfare of all pupils with specific focus within PE and swimming. **It is a requirement for you to have Level 1 or 2 swimming and hold a National Rescue Award Swimming Teachers and Coaches - if you do not have these, you will be required to undertake this training once appointed**

**Grade:** Grade 3, point 12-16 - £11,071 - £12,013

**Reporting to:** PE TLR

**Responsible to:** Deputy Headteacher (Teaching & Learning)

### **Main Duties and Responsibilities**

To work under the guidance of teaching/senior staff and within an agreed system of Performance Review, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas, small group work and will involve assisting the teacher in the whole planning cycle and the management and preparation of resources.

Staff may occasionally be required to supervise whole classes during the short term absence of teachers from the classroom. The primary focus will be to maintain good order and to keep pupils on task. Learning Support Assistants will need to respond to questions and generally assist pupils to undertake set activities.

#### **1 Support for Pupils:**

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Assist with the development and implementation of Next Steps and Annual Review of EHCP.
- Establish productive working relationships with pupils, acting as a role model setting high expectations.

- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

## 2 Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Assist and administer where appropriate with the administration of medication under strict supervision.
- Assist in the personal care of pupils where appropriate.
- Provide general clerical/admin support, eg administer coursework, produce worksheets for agreed activities, etc.

## 3 Support for the Curriculum:

- Implement agreed learning activities/teaching approaches/programmes, adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies, eg literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupil's competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

#### 4 Support for the School:

- To implement and comply with policies and procedures relating to Safeguarding (child protection), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference, equality, diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake School safe/Safeguarding training and maintain accreditation.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise and support pupils on off site locations, visits, trips and out of school activities as required.
- If required, it is an expectation that you will join the lunchtime duty rota for the supervision of pupils for which an additional claim can be made.

#### CROSS SCHOOL RESPONSIBILITIES:

1. To ensure high quality educational provision and support for young people with MLD/Complex needs
2. To improve outcomes for children and young people, who are unable to attend mainstream school, so that they can: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To fully and actively support the Every Child Matters: Change for Children agenda and participate, as required, in the integrated processes, including the Common Assessment Framework, Lead professional role and Information sharing and assessment protocols.
4. To work with colleagues to achieve SDP objectives and targets
5. To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.
6. To maximise opportunities for children and young people to be included in mainstream provision.
7. To support the development of the school ethos and identity including lunch time duties

8. To support the development and implementation of extended services for the children and young people and their families
9. Provide clerical and administrative support, e.g. photocopying, typing, filing, collation of pupil reports and display.
10. Attend meetings and training sessions as required.
11. Recognise own strengths and areas of expertise and use these to advise and support others.
12. Administer medication as appropriate following DfE guidance and school policy.
13. To support pupils through transition (integration programmes)
14. To maintain awareness of and commitment to the school's Equal Opportunity Policies in relation to both employment and service delivery
15. To fully comply with the Health and Safety at Work Act 1974 etc, the school's Health and Safety Policy and all locally agreed safe methods of work.

This Job Description sets out the major duties and other tasks associated with the stated job purposes of the post of Learning Support Assistant Grade 3. Other duties of a similar level/nature undertaken with the school are not excluded simply because they are not itemised. Job descriptions are reviewed annually through performance management processes.

The duties could vary from time to time resulting from new legislation, changes in technology or policy development. In these cases, training will be offered to enable the post holder to undertake this new work.

**Person Specification:**

## Learning Support Assistant - PE

<b>Criteria</b>		<b>Essential</b> (E) or <b>Desirable</b> (D)	<b>How Assessed</b> Application (A) Interview (I) Reference (R) Test (T)
<b>Qualifications &amp; Experience</b>	Very good literacy and numeracy skills	E	A
	NVQ3 or equivalent qualification or experience	D	A, I
	Sports Coaching Qualification(s)	D	A
	Sports Leaders Award	D	A
	School experience within PE incl. swimming	D	A, I, R
	<b>Teaching swimming qualification(s) Level 1/ Level 2 (training on appointment, if not)</b>	D	A, I
	<b>National Rescue Award for Swimming Teachers and Coaches (NRASTC) (training on appointment, if not)</b>	D	A, I
<b>Skills and Abilities</b>	Ability to read and understand school policies and procedures relevant to area of work.	E	A, I, R
	Ability to complete reports such as incident report forms, behaviour reports, progress reports etc.	E	A, I, R
	Basic ICT experience.	D	A, I, R
	Recognised competence in literacy, numeracy and ICT.	E	A, I, R
	Able to meet children's welfare and well-being needs.	E	A, I
	Ability to communicate clearly with SEN pupils and explain, sometimes, complex information.	E	A, I, R
	Ability to conciliate between pupils in playground or classroom disputes.	E	A, I, R
	Knowledge and experience of TEAACH, Makaton & BSL	D	A, I, R
	The resilience to meet and overcome challenges	E	A, I
	Willingness to undertake appropriate/relevant medical training	E	A, I
<b>Knowledge</b>	Experience of working with school-aged children with Moderate and Complex needs. Knowledge and experience of working within early years/foundation education.	E	A, I
	Broad awareness and understanding of medical conditions, such as asthma, epilepsy, Autism, Aspergers etc.	D	A, I, R

<b>Criteria</b>		<b>Essential</b> (E) or <b>Desirable</b> (D)	<b>How Assessed</b> Application (A) Interview (I) Reference (R) Test (T)
	Knowledge and use of a range of techniques and approaches of working with pupils with learning difficulties and additional needs.	E	A, I, R
	Experience of working in Team.	E	A, I, R
	Experience of working 1:1 and taking small groups independently for specific work,	D	A, I
	Good knowledge and understanding of school structure and an awareness and understanding of relevant Government initiatives.	D	A, I
	Knowledge of <i>Every Child Matters</i>	D	A, I
	Ability to support and promote a good learning environment. To support and contribute to learning and to participate in playground and lunchtime duty rotas.	E	A, I, R
<b>Other</b>	Commitment to ongoing professional development and if not already qualified, as above, agreement to completing accreditations 'in house'	E	A,I,R
	Assist teacher with information gathering and resources as appropriate.	E	A, I, R
	Ability to recognise and resolve and/or report problems to classroom teacher or other appropriate person.	E	A, I, R
	To be able to anticipate requirements and use initiative.	E	A, I, R
	To be a positive adult role model and be proactive in promoting good practice policy through their work in the school. Contribute to developing policy and school improvement planning.	E	A, I, R
	When supervising/working with small groups of pupils, the post holder must be able to adapt support given to pupils depending on age/or ability.	E	A, I
	Good interpersonal and communication skills. Sensitivity to pupils needs. To work effective in a team.	E	A, I, R
	Ability to encourage participation and give feedback to pupils	E	A, I, R
	Attending and contributing to reviews and other meetings as appropriate.	E	A, I, R
	Administering reading and spelling tests under the direction of the teacher.	E	A, I, R

<b>Criteria</b>		<b>Essential</b> (E) or <b>Desirable</b> (D)	<b>How Assessed</b> Application (A) Interview (I) Reference (R) Test (T)
	Assist with the administration of medication, under strict supervision. Assist, where appropriate, with the personal care of pupils.	E	A, I
	Driving licence required to drive a minibus on occasions	D	A, I

The Ashley School Academy Trust is committed to safeguarding and promoting the welfare of children, and young people, and expects all staff and volunteers to share this commitment. A clear DBS (Disclosure and Barring Service) certificate at Enhanced level and a Staff Disqualification (by Association) Certificate will be required prior to commencing employment.