PRIMARY SECTOR

LEARNING SUPPORT ASSISTANT

LSA LEVEL 1

JOB DESCRIPTION

AIMS AND PURPOSE OF THE JOB:

1. To contribute to the overall ethos, work and aims of the school/service.

2. To work under the direction of the teacher to support teaching and learning.

3. To support and facilitate young people's learning and development.

4. To provide support to the teacher in the management and organisation of the learners and the learning environment.

5. To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.

6. To promote the inclusion of all young people ensuring they have equal access to opportunities to learn and develop.

7. To be responsible for promoting and safeguarding the welfare of young people within the school/service.

8. To administer and invigilate exams as required.

9. To accompany teachers and classes on educational visits and support learners on transition programmes to other schools or on work placement.

10. To attend and participate in regular meetings and in training and other activities as required.

11. To monitor and maintain resources providing administrative support for curriculum e.g. photocopying, making lists, collecting monies.

12. To keep and update records, information and data, including in SIMS and SAP as required.

13. To undertake appropriate professional duties which may be required within the scope of the post.

TEACHING & LEARNING:

Teaching and learning must take place within an agreed system of supervision. This involves agreeing with the teacher, the role of the LSA, the provision of agreed support and giving feedback to the teacher. Contribution to supporting learning is likely to involve working with individuals and small groups in accordance with arrangements made by the Headteacher.

1. To plan, deliver and evaluate teaching and learning activities within an agreed system of supervision.

2. To work with individuals and small groups of young people and to take responsibility for their learning.

3. To work within an agreed system of supervision, working with the teacher to develop lessons, work plans and the learning environment.

4. To work with individuals or groups of learners on programmes to improve their social, emotional and behavioural skills.

5. To assist with the development of the learner's ability to access teaching and learning, for example, Literacy, Numeracy and ICT skills.

6. To assess, feedback and record the achievements and progress of learners through agreed monitoring systems.

7. To support learners in mixed ability groupings ensuring that they understand tasks and learning objectives.

8. To develop learning programmes and support gifted and talented learners.

9. To establish and maintain constructive relationships with teachers, outside agencies and parents/carers by:
   - supporting young people's learning
   - providing constructive feedback on learners' progress and achievements
   - supporting home to school/community links

10. To use behaviour management strategies effectively and in line with the school's policy and procedures, which contribute to a purposeful learning environment.

PRACTICAL AND PERSONAL CARE:

1. To support learners with disabilities or special educational needs.

2. To assist with school duties and give support in social areas as required.

3. To administer First Aid as instructed, and manage First Aid equipment with appropriate training.

4. To assist with the dispensing of medication in accordance with a medical care plan, with appropriate training.

5. To care for learners who have been sick or incontinent or who are upset, which may include the changing of clothes and helping dress.

6. To prepare, use and maintain specialist equipment, plans and resources necessary to support learning activities.

7. To supervise work areas, including preparing activities and materials and assisting in the design, setting up of displays; where appropriate taking responsibility for display board.

8. To assist with school events e.g. sports days.

PROFESSIONAL LEARNING AND DEVELOPMENT:

1. To participate in the performance management process.

2. To be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.

3. To contribute to school development by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.

4. To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the school Development Plan and the performance management process.

5. To take responsibility for personal professional development, such as attending the States of Guernsey's Learning Support Assistant initial Level 3 CACHE course to inform and extend professional practice to secure improvements in teaching and learning.

HEALTH, SAFETY AND WELFARE:

1. To comply with procedures on all matters concerning child protection, health, safety and welfare, confidentiality and data protection in accordance with the States of Guernsey's policies and procedures, and to report all concerns to an appropriate person.

2. To take responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.

3. To commit to uphold the environmental policies and aspirations for sustainable learning provision.

RESPONSIBLE TO:

Head of foundation stage, and will work under the direction of the class teacher.

ACCOUNTABLE FOR:

1. Supporting high quality teaching and learning.

2. Supporting and monitoring progress and attainment of learners under the direction of the class teacher.

3. Improving and extending professional effectiveness.

4. Creating a safe environment for learners and to have concern for their welfare and wellbeing whilst under your guidance.

The above duties are not exhaustive but the job description is current at the date shown, and is a guide to the work the post holder will be required to undertake. This job description will be kept under review and may be subsequently amended or modified in discussion with the post holder to meet changing circumstances.

KEY CRITERIA:

1. GCSE Grade A-C or 9-4 or Level 2equivalent functional skills in English and Maths.

2. Evidence of proficient ICT skills and the confidence and willingness to use and develop them.

3. Experience of working with young people, which may include voluntary work, and a willingness to work with learners of all ages and abilities.

4. The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff.

5. The ability to adapt as situations change and to develop and recognise, and be sensitive to, the individual needs of learners.

6. The ability to communicate effectively with adults and relate to young people in such a manner that will enhance their self-esteem.

7. An understanding of the need for confidentiality and the ability to maintain that confidentiality.

8. A willingness to increase own knowledge and understanding of teaching and learning including the skills required to support the learning of young people with social, emotional and behavioural difficulties.

DESIRABLE

9. Current driving licence and own transport.