**Learning Support Assistant - Key Worker - Job Description**

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| **Job Title:** Learning Support Assistant – Key Worker    **Hours of Work:** Part Time,Term Time Only (38 weeks)    **Working Days:** 5 days per week, working hours 8.40am – 3:30pm with a 30-minute unpaid lunch break.    **Responsible to: Phase lead and SENDCO.**    **Grade:** Bucks Pay Range 1B FTE £23.297 - £24,223.  **Actual annual pay £16,484 - £17,139 per annum** | |
| Job Purpose | * To work under the direction and guidance of the Class Teacher. * The role is to support a named child and others within the classroom, enabling access to learning for a specific pupil~~s~~/group of pupils and to assist the teacher in the management of pupils and the classroom. * Work may be carried out in the classroom or in a small group withdrawal space. |
| Key Duties and  Responsibilities | **SUPPORT FOR PUPILS**   * Attend to the pupils’ personal needs, and implement related personal programmes directed by line managers to include social, health, physical, hygiene and welfare matters. * Provide support for pupils, including those with special needs, ensuring their safety and access to learning activities. * Follow Individual Pupil Profiles and Behaviour Management Plans and Personal Care programmes. * Establish constructive relationships with pupils and interact with them according to individual needs. * Promote the inclusion and acceptance of all pupils. * Encourage pupils to interact with others and engage in activities led by the teacher. * Set challenging and demanding expectations and promote self-esteem and independence. * Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.   **SUPPORT FOR TEACHERS**   * Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work. * Use strategies (in liaison with the teacher, SLT and SENDCo) to support pupils to achieve learning goals. * Monitor pupils’ responses to learning activities and accurately record achievement and/or progress as directed. * Provide regular feedback to teachers on pupils’ achievement, progress, problems etc. * Undertake pupil record keeping as requested. * Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. * Establish constructive relationships with parents/carers. * Provide clerical/admin. support e.g., photocopying, typing, filing, money, administer coursework etc.   **SUPPORT FOR THE CURRICULUM**   * Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses. * Undertake programmes linked to local and national learning strategies e.g., literacy, numeracy, early years, recording achievement and progress and feed back to the teacher/ Head and SENDCo * Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. * Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.   **CONTEXT**   * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person. * Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop. * Contribute to the overall ethos/work/aims of the school. * Appreciate and support the role of other professionals. * Attend and participate in relevant meetings as required. * Participate in training and other learning activities and performance development as required. * Assist with the supervision of pupils out of lesson times, including at lunchtime when appropriate. * Accompany 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. |

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| **Signature of Role Holder** |  |
| **Name** |  |
| **Date** |  |

**PERSON SPECIFICATION**

**Learning Support Assistant – Key Worker**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **QUALIFICATIONS** |  |  |  |
| GCSEs at grades 9 to 4 (A\* to C) including English and Maths (or equivalent) | \* |  | A I C |
| **EXPERIENCE/SKILLS** |  |  |  |
| Experience of working with children in a school setting |  | \* | A I R |
| Experience of leading learning activities (under supervision) |  | \* | A I R |
| Excellent verbal, literacy and numeracy and active listening skills | \* |  | A I C |
| Excellent organisation skills | \* |  | A I R |
| Good IT skills – Microsoft Word, Excel, Powerpoint and MS email; including use of ICT to support learning | Word and  Excel (basic) | Powerpoint  (basic) | A I C |
| Ability to build effective working relationships with pupils and adults | \* |  | A I R |
| Skills and expertise in understanding the needs of all pupils |  | \* | A I |
| Knowledge of how to help adapt and deliver support to meet individual needs |  | \* | A I |
| Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils |  | \* | A I |
| Understanding of roles and responsibilities within the classroom and whole school context |  | \* | A I |
| Understanding of effective teaching methods |  | \* | A I |
| Knowledge of how to successfully lead learning activities for a group of children |  | \* | A I |
| Knowledge of how statutory and non-statutory  frameworks for the school curriculum relate to the age and ability ranges of the learners they support |  | \* | A I |
| Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice |  | \* | A I |
| **PERSONAL QUALITIES** |  |  |  |
| Be able to deal with sensitive situations with tact and diplomacy helping build good relationships with pupils (and staff and parents etc as required) | \* |  | A I R |
| Considerable personal enthusiasm, energy, integrity, and professionalism | \* |  | A I R |
| A dynamic team member who works effectively with their  co-workers, relates well to the children and can communicate effectively with parents/carers | \* |  | A I R |
| Be flexible and open to change, enjoy working at a fast pace whilst maintaining professionalism / have a “can do” | \* |  | A I R |
| attitude |  |  |  |
| Be able to “juggle” competing priorities effectively whilst remaining calm | \* |  | A I R |
| Be reliable in their time keeping and attendance | \* |  | R |
| Be able to maintain confidentiality at all times | \* |  | R |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | \* |  | A I |
| Commitment to safeguarding pupil’s wellbeing and equality | \* |  | A I |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Commitment to self, team, and school development | \* |  | A I |
| Work in ways that promote equality of opportunity, participation, diversity, and responsibility | \* |  | A I |
| Commitment to abide by and promote the School and  ODBST Equal Opportunities, Health and Safety and Child Protection Policies | \* |  | A I |

**Key to Method of Assessment – A = Application; I = Interview and assessment; R = Reference; C = Certificate.**