West SILC Learning Support Assistant - Level 1 (B1)

Job Description

*We aim for all our students, irrespective of social class, age, gender, ability, religion, race or creed to:*

* + - *Develop confidence, independence and self-esteem.*
		- *Actively contribute to their own learning.*
		- *Develop respect for themselves and others.*
		- *Enjoy and achieve their full potential.*

## **Pay Range:**  B1

## **Hours:**  31.5; Term time only

**Responsible to:** Class teacher

**Responsible for:** Working with class teacher to promote the learning and of all pupils

# **Main Duties:** To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils; provide general support to the teacher in the management of pupils and the classroom and support the pupils to meet their personal needs.

1. To attend to the pupils’ personal needs, and implement related personal

programmes, including social, health, physical, hygiene, first aid and welfare matters.

1. Supporting pupils who may have complex medical needs and who may need

emergency medical support, training will be provided.

1. Supporting pupils who require additional support with communication, including those pupils with a mechanical system of communication, training will be provided. The postholder may also be required to use Makaton (a form of sign language for SEN pupils) if so training will be provided.
2. Supporting pupils with speech difficulties under the guidance of a Speech Therapist to support individual pupils with specific needs - in-house training provided.
3. Providing support to pupils who need assistance with personal care, changing and assisting pupils to use the toilet if they are unable to use the toilet unaided.
4. Feeding pupils and assisting them with drinking, in-house training given.
5. Supporting pupils who because of their physical needs may need to be lifted and carried, training will be provided. Due to the clientele of the SILCs where pupils may be aged from 2-19 years of age, the pupils may be adult size and weight.
6. The postholder may also be required to assist pupils with physiotherapy under the guidance of physiotherapist.
7. The postholder may be required to restrain pupils who may display challenging behaviour which could result in harm to themselves or others. Training will be provided on how to restrain pupils appropriately.
8. To supervise and support pupils ensuring their safety and access to learning
9. To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
10. To promote the inclusion and acceptance of all pupils
11. To encourage pupils to interact with others and engage in activities led by the teacher
12. To encourage pupils to act independently as appropriate
13. To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil’s work.
14. To be aware of pupil problems/progress/achievements and report to the teacher as agreed.
15. To undertake pupil record keeping as requested
16. To support the teacher in managing pupil behaviour, reporting difficulties as appropriate
17. To gather/report information from/to parents/carers as directed
18. To provide clerical/administrative support - photocopying, typing, filing, collecting money etc.
19. To support pupils to understand instructions
20. To support pupils in respect of local and national learning strategies - literacy, numeracy, KS3, early years, as directed by the teacher
21. To support pupils in using basic ICT as directed
22. To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
23. To 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.
24. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
25. To appreciate and support the role of other professionals
26. To attend relevant meetings as required
27. To participate in training and other learning activities and performance development as required.
28. To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
29. To accompany teaching staff and pupils on visits, trips and out of school activities as required.

Please note all staff can be requested to work on any of the SILC sites.



**Job Title: Learning Support Assistant Level 1 Pay Band: B1**

NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate’s job performance and aid short listing. You are able to demonstrate that you meet these criteria through a variety of ways – for shortlisting purposes this is through your application form; if selected your certificates; the interview process and your references will confirm that you meet the specification.

| **Attributes** |  **Essential** | **Desirable** |
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| **Knowledge, Experience and skills: general** | * Have excellent literacy and numeracy skills, to at least Level 2 (GCSE grade A-C or equivalent).
* Have relevant ICT skills to support both teaching and learning and relevant record keeping.
* Demonstrate expertise and skills in understanding the needs of all pupils – attend to the pupils’ personal needs, and implement related programmes, including social, health and medication, physical and hygiene matters.
* To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
 | * NVQ level 1/ 2 teaching assistant
* Effectively assist with the supervision of and engagement with pupils out of lesson times, including break times and lunch times.
* Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with leaders and accessing relevant professional development to improve personal effectiveness.
* Demonstrate a level of subject, curriculum knowledge and/or TLG approach and apply this effectively in supporting teachers and pupils.
* Appropriate knowledge of first aid.
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| **Knowledge, Experience and skills: Supporting Learning** | * Communicate effectively and sensitively with children and young people, establish excellent working relationships with them, act as a role model at all times, and respond appropriately to individual needs.
* Understand their roles and responsibilities with the classroom and whole school context recognising that these may extend beyond a direct support role.
 | * Demonstrate an informed and efficient approach to teaching and learning by supporting the pupils as directed by the teacher and implementing related personal programmes where appropriate.
* Promote and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
* Promote and facilitate increasing independence in all areas, including teaching and learning, social and community skills and self-care skills.
* Use planned, effective behaviour management strategies consistently, reporting difficulties as appropriate.
* Contribute to effective assessment and planning, including gathering evidence and contributing to pupil record keeping as directed by the teacher.
* Maintain a stimulating and safe environment by organising and managing physical teaching space and resources, and in particular ensure the classroom is ready for lessons, as directed, and clear away afterwards and assist with the display of pupils’ work, both in the classroom and in the wider school.
* Experience of working with pupils with additional needs.
* Recent training related to learning difficulties and disabilities.
* Makaton, PECs or Intensive Interaction.
* Understanding and or experience of Restorative Practice.
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| **Personal and Professional Conduct** | * Demonstrate proper and professional regard for the ethos, policies and practices of the school.
* Demonstrate positive attitudes, values and behaviours which develop and sustain effective relationships within the school community.
* To attend all meetings as directed by teacher or senior leaders.
* Work constructively as part of a team, understanding classroom roles and responsibilities and their role within these.
* Have regard for the need to safeguard pupils’ well-being.
* Uphold values consistent with those required of teachers by respecting individual differences and cultural diversity.
* Commit to improve their own practice through self-evaluation and awareness.
* To effectively engage with the school’s performance management system.
 | * Have regard for the need to safeguard pupils’ well-being by following relevant statutory guidance along school policies and practice.
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| **Working with others** | * Recognise and respect the role and contribution of other professionals, parents and carers
* Appreciate and support the role of other professionals and to support the class teacher with their role in this regard
* Understand their responsibility to share knowledge to inform planning and decision making
* Understand their role in order to work collaboratively with classroom teachers and other colleagues
 | * Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them and in particular to gather/report information from/to parents as directed
* Communicate their knowledge and understanding of pupils to other staff members, health and social care professionals so that informed decision making can take place at all times
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