LONDON MEED PRIMARY SCHOOL

Bravery…..Community…..Curiosity……Resilience……Respect

Job Description and Person Specification
Learning Support Assistant

Post Title: Learning Support Assistant
Salary Grade: Grade 3 (Local Authority Scale)
Responsible to: Headteacher / SENCo / Class Teacher

Purpose of the Role
To support the learning, progress and wellbeing of pupils across the school, including those with Special Educational Needs and Disabilities (SEND), pupils with Education, Health and Care Plans (EHCPs), pupils within the Specialist Support Centre (SSC) and disadvantaged pupils.

The Learning Support Assistant will work with individuals or small groups of pupils to support access to the curriculum, deliver targeted interventions and help pupils develop independence, confidence and resilience in their learning.

Key Responsibilities
Supporting Teaching and Learning
• Support pupils individually or in small groups to enable them to access the curriculum and make progress in learning.
• Deliver targeted interventions as directed by the class teacher or SENCo.
• Maintain accurate records of interventions and contribute to monitoring pupil progress.
• Support pupils in developing confidence, independence and resilience in their learning.
• Assist with the preparation and organisation of learning resources and classroom activities.
• Contribute to maintaining an orderly, safe and well organised learning environment.
Interventions may include support in areas such as:
• Mathematics
• Reading
• Writing
• Phonics
• Handwriting
• Social skills
• Motor skills
• Speech, Language and Communication Needs (SLCN)

Supporting Pupils with Additional Needs
• Provide support for pupils with EHCPs, including one-to-one support where required.
• Work with pupils with SEND and those who are disadvantaged to support their academic, social and emotional development.
• Support pupils within the Specialist Support Centre (SSC) when required.
• Assist in implementing individual support plans, behaviour plans and learning strategies under the guidance of the class teacher or SENCo.
• Encourage pupils to develop independence and reduce reliance on adult support where appropriate.

Therapeutic Behaviour Support

• Demonstrate an understanding of a therapeutic approach to behaviour.
• Support pupils who may become dysregulated using agreed strategies to help them regulate emotions and return to learning.
• Contribute to the development of positive relationships and a safe, inclusive learning environment.
• Promote positive behaviour and support pupils in developing emotional regulation and social skills.

Nurture and Pastoral Support

• Provide support within nurture groups or similar provision where required.
• Support pupils to develop social skills, emotional regulation and positive behaviour.
• Provide reassurance and support to pupils experiencing emotional or social difficulties.

Personal Care

• Support pupils with personal or intimate care needs in line with individual care plans and school procedures where required.
• Promote dignity, independence and wellbeing when supporting personal care.

Educational Visits and Supervision

• Accompany teaching staff and pupils on educational visits, trips and off site activities when required.
• Supervise pupils during playtimes and lunchtimes as directed.

Working with Staff and Other Professionals

• Work collaboratively with teachers, the SENCo and other staff to support pupil progress and wellbeing.
• Follow guidance and support plans set by teaching staff and external professionals.
• Communicate effectively with relevant staff regarding pupil progress or concerns.
• Work alongside external professionals where appropriate, such as Speech and Language Therapists, Occupational Therapists or Educational Psychologists.

Safeguarding and Professional Responsibilities

• Maintain confidentiality at all times.
• Follow the school's safeguarding and child protection procedures.
• Be aware of and comply with all school policies and procedures.
• Participate in relevant training and professional development opportunities.
• Work flexibly across different classes or areas of the school, including the Specialist Support Centre, depending on pupil need.
• Undertake additional duties as reasonably directed by the Senior Leadership Team.

Health and Safety

• Take reasonable care for the health and safety of themselves and others who may be affected by their actions.
• Follow school health and safety procedures and report concerns to an appropriate member of staff.

Equality and Inclusion

• Support the school's commitment to equality, diversity and inclusion.
• Promote inclusive practice and ensure all pupils feel valued and able to participate fully in school life.

Safeguarding Statement
The school is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. The successful applicant will be subject to an enhanced DBS check and safer recruitment procedures.

Person Specification

Qualifications
Desirable
• GCSE (or equivalent) in English and Mathematics.
• Level 2 or Level 3 Teaching Assistant qualification.

Experience
Essential
• Experience of working with primary aged children in an educational or childcare setting.
• Experience of supporting pupils with SEND or additional needs.
Desirable
• Experience of supporting pupils with EHCPs.
• Experience of working within a Specialist Support Centre (SSC).
• Experience delivering phonics or targeted intervention programmes.
• Experience supporting pupils with nurture or emotional regulation needs.

Knowledge and Understanding
Essential
• Awareness of therapeutic approaches to behaviour.
• Knowledge of safeguarding procedures and the importance of confidentiality.
Desirable
• Understanding of strategies to support learning in maths, reading, writing and phonics.
• Understanding of the needs of pupils with SEND, EHCPs and disadvantaged backgrounds.

Skills and Abilities
Essential
• Ability to support pupils individually and in small groups.
• Good communication and teamwork skills.
• Competent ICT skills.
Desirable
• Ability to implement structured support plans set by teachers or the SENCo.
• Ability to build positive relationships with pupils and staff.
• Good organisational skills.

Personal Qualities
Essential
• Patient, calm and supportive approach when working with children.
• Flexible and adaptable.
• Reliable and professional.

- Committed to inclusion and pupil wellbeing.
- Able to maintain confidentiality.

Desirable

- Training in intimate care procedures or willingness to undertake training.
- Sense of humour.