



Learning Support Practitioner JOB DESCRIPTION

Name of post holder –

Title of post – **Level 3 LSP (Learning Support Practitioner)**

Salary scale – **5**

Point on scale **SCP 5-6**

Contracted working weeks –

Term time plus + 3 Days Holidays are not to be taken in term time.

Hours per week – **32.5**

Daily working hours – **8.30am - 4.15pm**

Lunch break arrangements - **60 minutes** (Timing dependant on area of school/needs of children)

Fluency Duty

- This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.
- This post has been assessed as requiring C2 level under the Common European Framework of Reference for Language (CEFR). The reason for this Fluency Duty level is the postholder will be discussing complex topic with students, colleagues and parents.

The post holder must be able to:

- Understand with ease virtually everything heard or read
- Summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- Express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations

We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

Line manager (also responsible for performance management)

- Senior Leadership Team

Review arrangements

This document will be reviewed following end of year Performance Management reviews and in conjunction the arrangements stated in the campus policy. However, either party may raise issues at any time that is appropriate

Signed..... (Post holder)

Signed.....Senior Leader

Date..... An electronic copy of this document will be kept with your personnel records.

Principal duties and responsibilities

SUPPORT FOR PUPILS

- Use skills and knowledge to deliver particular learning support for pupils, including those with special needs, ensuring their safety and access to learning activities, both inside and outside the classroom including break times as required.
- Take an active engagement in the whole planning cycle of learning support and intervention programmes.
- Evaluate and keep records of pupils' progress and attainment of specifically delivered programmes/interventions.
- Use specialist knowledge/experience to support in the development and implementation of EHCP, approved school plans, behaviour plans and personal care plans. Provide pastoral support for pupils
- Support pupils excluded from or otherwise not working to a normal timetable.
- Establish constructive relationships with pupils and interact with them according to their individual needs, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact with each other and engage in activities led by the teacher.
- Deliver pastoral support under guidance from Learning Mentors and behaviour coordinators.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- Supporting the general care, welfare and safety of pupils, caring for children who are sick / soiled.
- Provide specialist knowledge and experience in specific areas of learning (eg. SEN, Subject specific, pastoral care)

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, to support pupils to achieve learning goals.
- Work with the teacher in lesson planning, evaluating and adjusting lesson plans / work / as appropriate.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed against predetermined learning objectives including providing objective and accurate feedback to teachers on pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems, records as required.
- Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Ensure the health and safety of pupils at all times.
- Establish constructive relationships with parents/carers as agreed with the teacher within your responsibility and participate in feedback sessions/meetings with parents as directed.
- Administer routine tests and invigilate exams and undertake routine marking pupils work.
- Provide some clerical support as required.
- Setting up equipment / materials under the direction of the class teacher.

- Making and maintaining teaching aids and equipment for example simple repairs of books and equipment.
- With class teachers ensure classrooms and other teaching areas are kept in a tidy state with equipment and materials correctly stored.
- Promoting a classroom environment in which all children feel valued and secure.

SUPPORT FOR THE CURRICULUM

- Provide specific support to ensure structured and agreed learning activities/teaching programmes are delivered.
- Proactively adjust learning activities according to pupil's responses.
- Undertake programmes linked to local and national learning strategies, e.g. literacy and numeracy, recording achievement and progress and feeding back to the teacher.
- Help pupils to access learning activities through specialist support.
- Support the use of ICT in learning activities and develop pupil's competence and independence in its use.
- Use knowledge, skills and experience to undertake assessment tasks.
- Prepare and maintain and use equipment and resources required to meet the lesson plans and relevant learning activities and assist pupils in their use.

SUPPORT FOR SCHOOL

- Act as cover supervisor for groups and classes of children as directed, either in emergency situations or a small proportion of contracted hours.
- 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 the appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings and required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Completing other tasks as and when required by the Head Teacher.

PERSON SPECIFICATION E=Essential D=Desirable

- Experience of working with or caring for children of a relevant age. **E**
- Good numeracy and literacy skills. **E**
- NVQ level 3 for Teaching Assistants or equivalent qualifications or demonstrable experience. **E**
- Demonstrate area of SEND specialism through qualification or relevant experience . **D**
- Specialist knowledge/skills in specific areas of learning support. **E**
- Training in relevant learning strategies e.g. literacy. **D**
- Training on first aid programmes or a willingness to undertake such training as necessary. **D**
- Experience of school systems and procedures (e.g. safeguarding/attendance) **D**
- The ability to effectively use or develop the skills to use ICT to support learning. **E**
- The ability to use or develop skills in using equipment technology – video, photocopier etc. **E**
- General understanding of the national/foundation stage curriculum and other basic learning programmes and strategies. **E**
- Basic understanding of child development and learning. **E**
- Ability to self-evaluate learning needs and actively seek learning opportunities. **E**
- Ability to relate well to adults and children. **E**
- Able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. **E**
- Being flexible and adaptable. **E**