



Learning Support Practitioner JOB DESCRIPTION

Name of post holder –

Title of post – **Level 2 LSP (Learning Support Practitioner)**

Salary scale – 2

Point on scale **SCP 3-4**

Contracted working weeks – Term time plus + 3 Days

Hours per week – **27.5**

Daily working hours – **8.45-3.15**

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

Contribute to the management of pupil behavior

- Promote school policies on pupil behaviour
- Support implementation of strategies to manage behaviour
- Contribute to the management of pupil behaviour
- Employ strategies for behaviour management and report any problems to the teacher
- Report any progress towards targets for children with Behaviour Support Plans
- Provide level of attention appropriate to pupil's needs, modifying approach to ensure that desired outcomes are achieved
- Deal with any disruption and report to the teacher any difficulties that you are unable to overcome

Establish and maintain relationships with individuals and groups

- Establish relationships with individuals
- Establish relationships with groups

Support pupils during learning activities

- Provide support for learning activities
- Obtaining equipment
- Providing help with learning tasks
- Feeding back to the teacher on progress made
- Promote independent learning
- Encouraging students to take responsibility for their own learning and promoting development of self-esteem
- Deliver specific and recognised interventions

Review and develop own professional practice

- Take part in regular review of practice and take advantage of development opportunities
- Setting personal targets and attending relevant courses/in-service training

Assist in preparing learning environment

- Prepare resources and materials
- Assist in setting out learning materials and set out materials for use appropriate to the planned activities
- Confirm type and quantity of materials with teacher
- Contribute to maintaining pupil records
- Confirm role and responsibility for helping to maintain record with teacher
- Confirm understanding of purpose and nature of relevant pupil records with teacher
- Update relevant records at agreed time intervals
- Ensure that contributions are accurate, complete and up to date

Observe and report on pupil performance

- Knowledge of observation techniques and understanding types of reporting, including verbal and written
- Carrying out observations after consultation with the teacher about purpose
- Record findings in agreed format

Contribute to planning of learning activities

- Understand the most effective way in which to support learning for a given task
- Understand the needs of pupil/s with whom working
- Discuss expected learning outcomes with teacher and agree upon success criteria
- Provide feedback for teacher on outcomes of learning activity

Promote social and emotional development of pupils

- Support pupils in developing appropriate relationships
- Help to develop self-esteem of pupils
- Along with other members of the team, help to resolve difficulties between pupils amicably and with regard to school policies

- Employ strategies agreed by school via policies to raise self-esteem, such as rewards system and praise

Support maintenance of pupil safety

- Demonstrate awareness of symptoms associated with minor health problems
- Have full knowledge of Health and Safety policy
- Respond to minor health problems, for example with regard to asthma, allergies etc.
- Report any illness to teacher or other member of staff responsible for dealing with pupil health

Contribute to health and wellbeing of pupils

- Awareness of strategies for assisting pupils to settle into new settings
- Help pupils to adjust into new settings
- Recognise signs of distress and offer reassurance

Support use of ICT in the classroom

- Knowledge of the sorts of equipment available in school and where to find them
- Procedure for reporting technical faults
- Procedure for allocating ICT equipment for classroom use
- Prepare equipment for use
- Support classroom use of equipment

Provide support for multilingual/bilingual pupils

- Knowledge of the school's policy for supporting multilingual/bilingual pupils
- Explain purpose of activities to children
- Agree with teacher strategies for supporting pupil
- Knowledge of school's policies for inclusion, equal opportunities, multiculturalism and anti-racism
- Help pupils to access curriculum and support development of target language
- Utilise cross curricular opportunities to develop target language skills
- Deal with the challenges of the language demands of learning activities in ways that maintain pupil confidence and self-esteem

Help pupils to develop literacy and numeracy skills

- Knowledge of school's policies for literacy and Numeracy
- Working with individuals and groups on number or literacy tasks

Provide literacy/numeracy support to allow access to curriculum

- Knowledge of intervention strategies to support pupils with literacy and numeracy difficulties
- Supporting access to the curriculum through provision of support for literacy/numeracy difficulties

Liaison with other team members and parents in a professional manner

- Awareness of school policies for communicating with parents and carers; policies for care and wellbeing of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Headteacher
- Interacting appropriately and professionally with teachers and other colleagues and parents/carers
- Contributing effectively to planning of joint actions within the team
- Refer matters beyond competence and role to other professionals in school
- Care for children in ways that have regard for their home values and practices, complying with parents' wishes
- Reassure parents who express concerns about their children
- Ensure that parents' requests to see a teacher are dealt with promptly
- Pass on concerns about pupils to relevant people in the school

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 2 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**