**St Vincent de Paul Catholic Primary School**

**JOB DESCRIPTION – Learning Support Assistant**

**One-to-One (KS1)**

Pay grade – H2

**Full-time (8:30 – 3.15 with half hour lunch break)**

**Term time only**

**JOB TITLE: Learning Support Assistant – One-to-One**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **PURPOSE OF THE JOB**

To assist in the support and inclusion of children with additional needs (including social communication and speech and language needs within a mainstream school and to help them overcome any barriers to learning.

**2. MAIN AREAS OF RESPONSIBILITY**

**Supporting the pupil**

(i)To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children being supported.

1. Taking into account the learning support involved, to aid the children to learnas effectively as possible, for example:
* Supporting effective communication
* Ensuring the children are able to use equipment and materials provided
* Motivating and encouraging the children as required
* Meeting physical and sensory needs as required whilst encouraging independence
* Liaising with class teacher and SENCO about the pupils’ individual provisions
* Developing appropriate resources to support the children.
1. To establish a supportive relationship with the children concerned
2. To encourage acceptance and inclusion of the children.
3. To develop methods of promoting/reinforcing the children’s self-esteem
4. Be aware of and support difference and ensure that the pupil has equality of access to opportunities to learn and develop.
5. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

**Supporting the teacher**

1. To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support for the children who need learning support and implementing recommended strategies.
2. Prepare resources relating to the planning and delivery of pupil-specific plans.
3. In conjunction with the class teacher and/or other professionals to record the children’s progress.
4. To participate in the evaluation of provision.
5. To provide regular feedback about the children to the teacher and SENDCo.

# Supporting the school

1. Where appropriate to develop a relationship to foster links between home and school
2. To liaise, advise and consult with other members of the team supporting the children when asked to do so, keeping records of meetings and discussions
3. To contribute to reviews of the children’s progress
4. To attend relevant in-service training
5. To be aware of school procedures
6. To be aware of confidential issued linked to home/pupil/teacher/school work and to keep confidences appropriately
7. **SUPERVISION**

To work under the management of the class teacher & SENDCo.

The jobholder is managed by a member of the school's senior leadership team. The school's performance management policies and practice determine the frequency of meetings. The post involves no supervision of staff.

1. **JOB CONTEXT**

Working within mainstream school with a named child. An understanding of autism would be an advantage.

The jobholder works under the day-to-day direction and supervision of the teacher to whom he/she is assigned. The jobholder is managed by the Deputy Headteacher and Headteacher

The principal focus of the job is to support an individual pupil who has special educational needs. This requires the jobholder to be able to adapt his/her work to the specific needs of the pupil and have an understanding of de-escalation strategies and how to support children with challenging behaviour

1. **CONTACTS**

 Class teacher - joint planning and assessment

 SENCO - joint planning and assessment

 Parents/Carers - two way sharing of information

 Speech Therapists and Educational Psychologists - liaison with and supporting their work

The jobholder works with the teacher and pupil and is likely to have frequent contact with the pupil’s parents, carers and visiting professional staff, such as educational psychologists.

1. **KNOWLEDGE, EXPERIENCE AND TRAINING**

 Communication skills, both written and oral

 Interpersonal skills

 Curriculum knowledge and understanding

 Special educational needs knowledge and understanding

* Experience of working with or caring for children of the relevant age
* Good numeracy and literacy skills
* Basic knowledge of first-aid
* Basic computing skills
* Understanding of learning programmes and strategies or the ability to learn quickly
* Ability to work in a team.
1. **PROBLEMS AND DECISIONS**

 Behaviour - implement school policy

Unexpected changes in working arrangements e.g. teacher/pupil absence - flexible approach to situation

 Work to be undertaken

1. **ADDITIONAL INFORMATION/WORKING ENVIRONMENT**

The jobholder is required to uphold and respect the religious ethos of the school and through their work support the school's Mission Statement.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Criminal Records Bureau as part of Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Criminal records Bureau is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

