

# Job Description

<b>POST:</b>	<b>Learning Support Assistant</b>
<b>RESPONSIBLE TO:</b>	<b>Assistant Principal</b>
<b>RESPONSIBLE FOR:</b>	<b>N/A</b>
<b>SALARY:</b>	<b>SP3 - £22,737 FTE per annum (£16,121.57 actual) (plus Local Government pension scheme)</b>
<b>LOCATION:</b>	<b>Oasis Academy Wintringham</b>
<b>WORKING PATTERN:</b>	<b>Monday - Friday, Term Time Only, 30.5 hours</b>
<b>DISCLOSURE LEVEL:</b>	<b>Enhanced</b>

## **JOB PURPOSE:**

Learning Support Assistants are appointed to work with pupils over the whole age range as part of a team under the general direction of the line manager and the close supervision of a classroom teacher/senior staff.

## **SPECIFIC RESPONSIBILITIES:**

- Use specialist skills/training/experience to support students
- Provide feedback to students in relation to progress and achievement
- Create and maintain a purposeful, orderly and productive working environment
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials
- Assist in the development of lesson/work plans, administration of coursework, work sheets
- Contribute to planning, development and organisation of systems/procedures/policies
- Be responsible for maintaining records, information and data, producing analyses and reports
- Implement specific work programmes/practical lessons with students under the guidance of the teacher
- Promote and ensure the health and safety and good behaviour of students at all times
- Administer and assess routine tests and invigilate exam/tests
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required
- Ensure effective operation and maintenance of specialist equipment, checking for quality/safety
- Undertaking specialist repairs/modifications within own capabilities and arranging for other repairs/modifications to be carried out by others
- Demonstrate and assist in the safe and effective use of specialist equipment/materials
- Provide specialist advice and guidance as required
- Ensure Health and Safety remains a prime concern within the learning environment
- Establish constructive relationships and communicate with other agencies/professionals
- Liaise with the teacher, to support achievement and progress of students
- Attend and participate in relevant meetings
- Assist with the supervision of students out of lesson times e.g. clubs, extra-curricular activities
- Support Academy events, as appropriate
- Participate in Quality Assurance and Performance Management procedures
- Assist with displays within the curriculum area

- To take an active role in the Academy's pastoral care of students and to fulfil the role of form tutor
- Attend staff meetings, development days and team/teacher /TA meetings as directed by Senior Leadership Team
- Respect confidentiality at all times
- Act in accordance with the Equal Opportunity Policy, Health and Safety Policy and confidentiality guidelines

## **SUPERVISION/MANAGEMENT OF PEOPLE**

No direct supervisory responsibility other than familiarisation of procedures to colleagues.

## **CREATIVITY AND INNOVATION**

Learning is an environment where new situations will arise every day.

The post holder must seek to develop positive relationships with pupils.

Interpretation of individual personal care programmes to best support the child.

Contributes to the presentation of displays.

Guidance is readily available from teaching staff or other colleagues, Academy policies and procedures, Individual education plans (I.E.P's) and lesson plans etc.

## **CONTACTS AND RELATIONSHIP**

Teachers – to assist them in preparing materials reporting pupils' routine progress and supporting learning activities.

Pupils – to support, assist and enable them to access the curriculum and develop social and independence skills to their fullest ability. To care for their personal needs.

Other staff – to work as part of a team with all pupil related staff to keep them informed of areas of concern and pupils needs, particularly when handing over at the end of a session or day.

Parents – to exchange routine information related to individual pupils.

## **DECISION**

**Discretion** - The degree of discretion for the post holder is minimal.

Actions taken outside the normal routine are discussed with the class teacher in the first instance.

Any areas of concern related to child protection issues must be immediately reported to a responsible person.

**Consequences** - The post older works under the close direction and supervision of a teacher/line manager. Any decisions will have a limited short term effect for the pupil and on the education provision within the Academy. Decisions will have a limited impact that would be readily identifiable consequences are regularly monitored.

Constructive and effective support of the pupil can be of assistance to the pupils' physical and academic development.

**RESOURCES**

Shared responsibility for hygiene materials, teaching materials and equipment.

Responsible for handling small sums of cash up to the value of £50.

**WORK ENVIRONMENT Work Demands**

The post holder will normally work within an agreed routine which may be varied dependent upon the needs/behaviour of pupils. Work order may be subject to change and very occasional interruption.

**Physical Demands**

Physical effort may be required in assisting pupils with daily routines, e.g. mobility, transfer, personal needs, lifting and handling of basic equipment, setting out classrooms and learning environments.

The post holder will regularly be involved with walking, using and moving furniture on a regular basis and in activities requiring sitting or kneeling on the floor for periods of time.

**Working Conditions**

The post holder will work within the Academy with some periods of outdoor activity when supervising pupil(s) activities and involve some disagreeable conditions.

**Work Context**

The post is predominantly classroom based and some risk is posed to the personal safety of the post holder. There will be some lifting of pupils or equipment. In some instances there may be a risk of infection from exposure to pupils' bodily fluids.

**Safeguarding children and young people**

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

**OTHER:**

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

**Signed:**

<b>Employee:</b>		<b>Line Manager:</b>	
<b>Print Name</b>		<b>Print Name</b>	

<b>Date</b>		<b>Date</b>	
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# Learning Support Assistant – Level 2 Person Specification

## Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

## Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
Qualifications	At least GCSE/ O-level grade C English and Maths	NVQ level 2 for Teaching Assistants or equivalent.

<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/ carers from a variety of ages, abilities and backgrounds.</li> <li>• Aptitude to develop knowledge of the role within an education environment.</li> <li>• Flexible, adaptable and positive attitude to working in a structured environment</li> <li>• Communication skills to promote and develop effective working with children, colleagues and carers/agencies at an appropriate level to achieve understanding and constructive response</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment</li> <li>• Current first aid certificate</li> <li>• The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team</li> <li>• Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution</li> <li>• Proven communication and inter-personal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues</li> <li>• Lifting and handling</li> <li>• Team Teach</li> <li>• Medication delivery</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

	<ul style="list-style-type: none"><li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li><li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li></ul>	
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