



INSPIRE

Connected Communities Trust

LEARNING SUPPORT ASSISTANT LEVEL 1 JOB DESCRIPTION

REPORTS TO Teacher or Senior Instructor (or other designated person)	
1.	PURPOSE OF JOB To work with individual children having special or particular needs, in accordance with the child's Education, Health and Care Plan where appropriate and/or groups of children as directed by the teacher. To provide support to the Principal/teacher across a range of child-centred activities to promote child development and learning.
2.	MAIN RESPONSIBILITIES, TASKS AND DUTIES
	a) School Related
	i Act in accordance with academy policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
	ii Assist with the planning and preparation of activities, and in the delivery of the primary curriculum.
	iii Participate in the preparation of the classroom.
	iv Monitor children's needs and reporting these to a designated person.
	v Keep records as required by the academy.
	vi Have familiarity with all special educational needs specific to the child.
	b) Child Related
	i Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem, resilience and independence; observe and record development.
	ii Support those with special needs.
	iii Carry out reasonable daily personal care/hygiene duties and administer basic first aid once you have received the relevant training.
	iv Assist with the movement of children in and around the school.

3.	MANAGEMENT OF PEOPLE Supervision of People No direct line management responsibilities but is required to occasionally demonstrate duties, give advice and guidance to employees, students or trainees.
4.	CREATIVITY AND INNOVATION Required to be creative when assisting with planning of activities.
5.	CONTACTS AND RELATIONSHIPS Direct contact with children and their parents/carers, and other employees at the academy. Liaise with other professionals under the supervision/guidance of the teacher.
6.	DECISIONS Discretion The post holder must act in accordance with academy policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
7.	RESOURCES Learning resources.
8.	WORK ENVIRONMENT
	a) Work Demands Related to curriculum and care needs.
	b) Physical Demands Subjected to physical demands related to a busy academy environment.
	c) Working Conditions Academy-based and may be required to undertake reasonable duties of a personal nature.
9.	KNOWLEDGE AND SKILLS Formal qualifications are not essential for this role; however, the post holder should have the ability to communicate effectively with children and adults, be able to empathise with children with Special Educational Needs and Disabilities and work as part of a team. Desirable for the post holder to have GCSE or equivalent in Maths, English or equivalent level of competency.
10.	GENERAL
	a) Other Duties The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.
	b) Equal Opportunities The post holder is required to carry out the duties in accordance with the Trust's Equal Opportunities Policies.
	c) Health and Safety The post holder is required to carry out the duties in accordance with the Trust's Health and Safety Policies and Procedures.
	d) All academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Trust.

LEARNING SUPPORT ASSISTANT Level 1 Person Specification

Essential	Desirable
To work under the direction of the Class Teacher and Senior Instructors.	To work under your own initiative.
The ability to meet all criteria as identified in the job description.	Teaching Assistant Qualification.
The ability to work as an effective member of a large team.	Experience of working effectively as part of a team.
Experience of working with pupils/students with additional needs. Caring and nurturing approach.	Experience and/or knowledge of working with pupils/students with an Autistic Spectrum Disorder or associated communication difficulties.
The ability to actively employ policies and procedures on a consistent basis.	To contribute to the development of policies and procedures.
Demonstrate flexibility, motivation, and enthusiasm in the role particularly when re-deployed across the Academy Trust at short notice.	A willingness to embrace change in order to support staff and pupils/students alike.
Be willing to undertake training as necessary to support the development of the role.	To have accessed training relevant to a special school setting.
Be able to liaise with staff, parents, colleagues, and professional agencies as directed by the school.	To have confidence in working with a variety of stakeholders and seek advice from line managers as appropriate.
Understand and demonstrate the need for confidentiality and seek guidance from line managers for support in this area when required.	Experience of working with pupils with SEND.