

## Learning Support Assistant

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Class Teacher / Team Manager / SENCO
Grade	ESSF05
Job Number	ESSF1005
JE Date	16/05/2025

### Job Purpose

To work with teachers as part of a professional team to support teaching and learning for all pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities. Adds value to adaptive teaching and learning opportunities planned and directed by the teacher which supports the development of independent learning skills associated with improved learning outcomes.

### Job Specific Outcomes

1.	<p>Deliver lessons/learning activities under the direction of the school leader and undertake at least one of the following:</p> <ul style="list-style-type: none"> <li>a) Provide either 1:1 or small group<sup>1</sup> support to identified pupils;</li> <li>b) Provide support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).</li> <li>c) Support pupils not working to the normal timetable.</li> <li>d) Plan and deliver programmes of support to pupils who are experiencing social, emotional and mental health needs, either on a 1:1 basis or in small groups.</li> <li>e) Assist in the organisation of groups, whether within the curriculum, extra-curricular or during holiday time.</li> </ul>
2.	<p>Implement planned learning activities/teaching programmes as agreed with the teacher.</p> <p>Adjusting activities according to pupil's responses and/or adapt to suit a small group.</p>

<sup>1</sup> No more than 6 pupils

3.	De-escalate difficult and challenging issues.
4.	Contribute to the feedback provided to pupils in relation to attainment and progress under the guidance of a teacher.
5.	Build and maintain positive relationships with parents / carers and other professionals.
6.	After relevant training, attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting concerns to the teacher as appropriate. Physically assist pupils in activities, where mobility is an issue.
7.	After relevant training, follow all intimate care and safer handling plans and any lifting and handling procedures and equipment instructions.
8.	Comply with all GoJ, CYPES and school policies and procedures, especially those that relate to child protection, health and safety, confidentiality, data protection and legislation.
9.	Supervise pupils out of lesson times, including before and after school <sup>1</sup> , at lunchtimes and on school trips - ensuring that all needs are met.
10.	Support pupil's transition and induction, which may include visits to homes and other settings <sup>2</sup> .

## PERSON SPECIFICATION

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b> This relates to level of education and professional qualifications and / or specific occupational training required.	NVQ / CACHE level 2 or equivalent accredited qualification in Teaching and	

<sup>1</sup> If within contracted hours

<sup>2</sup> After the completion of a risk assessment and in compliance with policies and procedures

	<p>Learning.</p> <p>Numeracy and literacy skills equivalent to Level 2.</p>	
<p><b>Knowledge</b></p> <p>This relates to the level and breadth of practical knowledge <b>required</b> to do the job (e.g. the understanding of a defined system, practice, method or procedure).</p>	<p>Level 1 Safeguarding Training. Awareness of confidentiality and data protection principles.</p>	<p>Commitment to complete undertake First Aid and EPI pen training, if required.</p> <p>Working knowledge of curriculum and other relevant learning programmes / strategies.</p> <p>Knowledge of relevant policies, codes of practice and awareness of relevant legislation.</p>
<p><b>Technical / Work-based Skills</b></p> <p>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</p>	<p>Ability to attend to the pupils' individual needs, and implement related personal programmes, including social, health, physical and welfare matters.</p> <p>Care for sick, distressed and injured pupils in line with policies and procedures.</p> <p>Resilience and a willingness to learn and develop their practice including self - study.</p> <p>Ability to</p>	<p>Relevant training in MAYBO for pupils who may require assistance learning when in a state of anxiety.</p> <p>Training in the relevant SEND/SEMH strategies and a commitment to further training relevant to this role.</p>

	<p>demonstrate own work to others.</p> <p>Use of Technology to support job role (e.g. Outlook, Word, Excel, TEAMS).</p> <p>A commitment to undertake Manual Handling and Intimate Care Training (if required)</p>	
<p><b>General Skills/Attributes</b></p> <p>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</p>	<p>Commitment to improving the lived experience of pupils and their families. A need to show compassion, be focused, helpful and reflective.</p> <p>Ability to keep calm in sometimes very difficult circumstances and the ability to intervene when necessary.</p> <p>Effective written communication.</p>	<p>The understanding of the range of specialised support services, agencies, providers and knowledge of their effective use.</p>
<p><b>Experience</b></p> <p>This is the proven record of experience and achievement in a field, profession or specialism or could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).</p>		<p>2 years' experience in providing care to individuals within the care sector or working with children and / or young people.</p>