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**COPPERFIELD ACADEMY**

**Job Description: Learning Support Assistant**

Job summary: To support the inclusion of all pupils’ learning in and across school

Hours: 32.5/week, term time only

Responsible to: Class Teacher

Liaison with: Deputy Headteacher – Inclusion

Deputy Headteacher – Teaching, Learning and Assessment

Class Teachers

Senior Leaders

Professional staff involved with the education and welfare of children

Parents and Carers

**Main Purpose of Job**

1. To work under the guidance of the class teacher to support teaching and learning in the classroom;
2. To provide general support to the class teacher in the management and organisation of the pupils and the classroom;
3. To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment;
4. To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop;
5. To be responsible for promoting and safeguarding the welfare of children and young people within the school.

**Main Responsibilities**

**Support for the pupils/families**

* To deliver learning activities under the direction of the class teacher;
* Work closely with the class teacher to contribute to the good management of pupil behaviour and encourage good attitudes to learning;
* To provide feedback to pupils in relation to progress and achievement;
* To establish and develop productive working relationships with pupils acting as a good role model and developing 1:1 mentoring arrangements and, where relevant, provide support for distressed pupils;
* To work with pupils, motivating and encouraging them to develop and achieve. To support children to be independent learners with good social skills;
* To provide support for pupils to broaden and enrich their learning;
* To work with the DHT-Inclusion and other teachers/agencies to develop and implement provision maps, behaviour mentoring plans, care plans and support plans;
* To promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work co-operatively with others and engage in all activities;
* To assist the teacher in developing the reading skills of individual children/groups and complete reading records as directed by the class teacher;
* To be responsible for the learning of children in 1:1 and small group situations;
* To support children with identified disabilities or special educational needs;
* To support children in mixed ability groupings ensuring that they understand tasks and learning objectives.

**Support for the Teachers**

* Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment;
* Within an agreed system of supervision to provide cover for PPA time/short periods of teacher absence;
* To assess and feedback, including marking, and record the achievements and progress of pupils through agreed monitoring systems;
* To establish and maintain professional, constructive relationships with parents/carers by:

- supporting their role in pupils’ learning;

- providing constructive feedback on pupils progress and achievements;

- facilitating their support for their child’s attendance;

- support home-school/community links.

* To develop and implement behaviour management strategies in consultations with the teacher. To be proactive in managing behaviour and promote self-control, independence and integration;
* To support pupil transitions and attend parents/carers’ evenings as appropriate;
* To accompany teachers and classes on educational visits.
* To work with the teacher to create and maintain a purposeful, orderly and supportive learning environment. To work with the class teacher in being responsible for the management of classroom resources, the replenishment of materials, setting up the classroom and ensuring the safety of the teaching environment;
* To work with the class teacher to complete administration tasks and prepare displays;
* To keep up-to-date with developments in the teaching assistant field through reading, networking and attendance at relevant training

**Support for the School**

* To contribute to the overall aims and vision of the school, appreciate and support the roles of other members of the school work team;
* To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person;
* To contribute to overall ethos/work/aims of the school;
* To attend and participate in meetings, training and other activities as required;
* To take part in the school’s performance management framework and participate in any training and development;
* To assist in the general care of the school environment;
* To assist with children at the beginning and end of the day and in the playground as required;
* Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings.

**Support for the Curriculum**

* To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities;
* Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary;
* To be responsible for management of classroom stock levels;
* To use and prepare resources necessary to support learning activities, taking into account pupil’s interests, language and cultural backgrounds.

**Job Description: Learning Support Assistants with additional responsibility to lead Lunchtime Activities, incl. supervisory duties**

In addition to the Main Purpose and Main Responsibilities:

**Lead Lunchtime Activities**

General duties include:

* To supervise lunchtime session, modelling high expectations around eating and table manners
* To lead and manage lunchtime activities for the children;
* To plan objectives, prepare resources and structure the activity;
* To use own initiative to plan activities that broaden and enrich children’s learning;
* To be responsible for the children during the lunchtime activity.

**Job Description: Teaching Assistant with additional Specialism**

In addition to the Main Purpose and Main Responsibilities:

**EAL Specialism**

Within an agreed system of supervision to:

Apply EAL expertise in the classroom and model/ develop good practice with colleagues.

General duties include:

* To take a lead role, working closely with the DHT - Inclusion/EAL Leader/EAL Co-ordinator, developing specialist knowledge and understanding and sharing good practice with all relevant colleagues;
* To have knowledge and understanding of the process of second language acquisition/ learning and bilingualism and strategies for learning EAL in the curriculum;
* To assist in the administration and induction of a child new to English, and the school;
* To provide targeted support for individual pupils and small groups of EAL learners at the early stages of learning English to develop language fluency and learning;
* To work in close partnership with the class teacher and the EAL team;
* To have a full understanding of the particular learning needs taking account of prior education/ learning experiences;
* To keep up-to-date with developments in the EAL field through reading, networking and attendance at relevant training.

**Job Description: Teaching Assistant with additional Specialism**

In addition to the Main Purpose and Main Responsibilities:

**SEN/D Specialism**

Within an agreed system of supervision:

To apply your SEN/D expertise in the classroom and model/develop good practice with colleagues.

General duties include:

* To take a lead role, working closely with the DHT - Inclusion developing specialist knowledge and understanding and sharing good practice with all relevant colleagues;
* To assist in the supporting the learning plus the care and welfare of a child with special education needs;
* To provide 1-1 supervision where needed, support and guidance for a child with complex special education needs and to develop their learning abilities;
* To have a full understanding of the particular needs of the child and how they learn and apply this to the support given for their learning;
* To liaise with parents/carers when directed.

This Job Description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or duties contained may vary or be amended for time to time without changing the level of responsibility associated with the post.

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**Person Specification for Teaching Assistant**

**Qualifications**

* A good level of spoken and written English and Maths (comparable to GCSE) is essential.
* Qualifications applicable to supporting learning in a primary school are desirable.

**Experience, Knowledge and Understanding**

* Have experience and knowledge in supporting primary age children in a class or small group situations.
* Understand the relationship between complimentary support and building children’s self-esteem
* Have a basic understanding of data and how it can be used to support learning
* Have experience of promoting children’s’ spiritual, social, moral, cultural and mental development.

**Skills and Abilities**

* Have a caring and positive nature
* Ability to work well as part of a team
* Has a ‘Can-do’ attitude
* Is able to communicate effectively with a range of people
* Excellent listening skills
* Well organised and practical
* Adaptable and flexible
* Calm under pressure
* Is able to form and maintain appropriate professional relationships and boundaries with children and parents
* Is able to deal with sensitive information in a confidential manner
* Ability to have a sense of humour in trying situations.
* Is able to demonstrate strategies for improving behaviour and sustaining high standard of learning and achievement for pupils
* Be a role model for pupils by expecting, setting and delivering high standards and commanding respect through credibility and expertise
* Is able to manage learning with the whole class if necessary
* Is able to manage learning in small groups of pupils
* Is able to take an independent role in supporting pupils withdrawn from lessons as part of the team
* Is able to effectively plan and organise
* Has the capacity to be sensitive yet challenging
* Is able to apply good practice to and from other subject areas
* Is able to make decisions independently and has an understanding of when to consult, make decision and defer to other