

## JOB DESCRIPTION

<b>SCHOOL:</b>	Whitstable Junior School
<b>JOB TITLE</b>	<b>Learning Support Assistant</b>
<b>NAME</b>	
<b>SALARY/ SPOT POINT</b>	KR3
<b>REPORTS TO</b>	SENCO/AHT
<b>ISSUE DATE</b>	

### **WORK PATTERN:**

LSA hours and mid-day meal hours to be shared across five days of the week, under the direction of the Headteacher or Assistant Headteacher.

Working hours to commence at 08:30 or as directed by the Headteacher or Assistant Headteacher /SENCo. Morning break and lunch times are not included in the paid hours. Working hours finish at 15.30 each day.

### **JOB PURPOSE:**

*To work under the direction and guidance of the Headteacher, Assistant Headteacher Headteacher / SENCo and class teacher to assist in the educational and social development of pupils and provide general support to class teachers.*

### **ACCOUNTABILITIES:**

#### **Support for pupils:**

Participate in the implementation of individual education plans (IPP's) or intervention programmes for pupils as designed by the class teacher and/or Assistant Headteacher/SENCo. Duties may include monitoring the progress of pupils educationally and/or socially.

- Provide teaching support in small groups or individually, with a focus on an agreed area of need identified in the pupil/group IPP or as detailed in Provision Plan
- Provide teaching support in small groups or individually via an intervention programme with a focus on an area of identified need in order to raise attainment
- Liaise with the Assistant Headteacher / SENCo and/or class teacher to understand the objectives of each session.
- To provide support for individuals or groups within the class situation to enable them to participate fully in class activities, promoting independent learning. To support the whole class for a short period, should an emergency situation arise
- To support those pupils with emotional or behavioral needs and assist with the development of social skills to promote positive behaviour patterns, raise self esteem and improve independent working and learning progress.
- To work with individual programmes designed by other professionals e.g. speech therapists, occupational therapists as necessary on prepared programmes of work/support.
- Develop and promote good inter-personal relationships, acting as a role model for pupils.

#### **Support for the teacher(s):**

Assist teacher with observation and monitoring of progress of children, maintaining accurate records, in order to ensure documentation of all interventions with the children.

- Maintain records of support as directed by Assistant Headteacher / SENCo and/or class teacher.
- Support teaching staff in the implementation of school behaviour policy and/or individual behaviour support programmes.

- To attend regular liaison meetings with teacher to ensure good communication and continuity in pupil support – this may be out of contracted hours.
- To assist in the preparation of learning materials where appropriate.
- To be prepared to work out of class with groups or individuals.
- To be prepared to cover the class as a result of teacher absence
- Collate and input assessment data into SIMS or to support this process.

**Support for the School:**

- To undertake a mid day meals supervision role and/or a play leader role during school lunchtime, LSA then take their lunch from 12:30-1pm or 1:00 to 1:30pm or 1.35 – 2.05pm
- To attend meetings, as appropriate, with the class teacher, Assistant Headteacher Head / SENCo, or Headteacher to maintain good communication.
- To be prepared to attend training/undertake professional development as identified in the School Strategic Improvement Plan or as a result of Appraisal.
- To maintain a professional and discreet attitude at all times with regard children, in terms of their learning/attainment, behaviour and emotional needs and personal circumstances.
- Participate and supervise pupils in off-site activities as directed by the headteacher, Assistant Headteacher Head / SENCo and/or class teacher e.g. educational trips, walks etc. Supervise in PE lessons and at playtime to ensure continued safety of the children.
- Use ICT technologies competently, appropriate to role.

**Arrangements for Appraisal:**

All support staff will be expected to participate in an annual process of Appraisal, which will include the negotiation of agreed performance objectives and identification of professional development needs. This will be reviewed on an annual basis and will include ongoing monitoring and support throughout the year.

This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post. Any changes which become of a permanent nature to be incorporated into the job description in specific terms following consultation.

**To whom responsible:** Headteacher

Signed:..... Date:.....

Signed:..... Headteacher

## COMPETENCES

See Appendix for further detail.

<u>Self Awareness</u> Emotional self awareness Accurate self assessment Self confidence	<u>Social Awareness</u> Empathy Organisational awareness Stakeholder awareness
<b>Self Management</b> <i>Emotional self control</i> <i>Transparency</i> <i>Adaptability</i> <i>achievement orientation</i> <i>Initiative</i> <i>Optimism</i>	<b>Relationship Management</b> <i>Developing Others</i> <i>Inspirational Leadership</i> <i>Change Catalyst</i> <i>Influence</i> <i>Conflict Management</i> <i>Teamwork and collaboration</i>

This job description may be amended at any time after discussion with you, but in any case will be reviewed each year as part of your Appraisal Review.

Your job description is intended as a reference document that identifies your main responsibilities and activities.

## Appendix to all Job Descriptions

### The Emotional Intelligence Competencies

#### **Self-Awareness**

##### **Emotional Self-Awareness:**

Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

##### **Accurate Self-Assessment:**

Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

##### **Self-Confidence:**

A strong sense of one's self-worth and capabilities

1. Is confidence in job capability
2. Believes in oneself
3. Is self-assured
4. Has presence

#### **Social Awareness**

##### **Empathy:**

Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

##### **Organisational Awareness:**

Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

##### **Stakeholder Awareness:**

Anticipating, recognising and meeting stakeholders' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

#### **Self-Management**

##### **Emotional Self-Control:**

Keeping disruptive emotions and impulses in check

1. Show restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

##### **Transparency:**

Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits mistakes
4. Acts on values

**Achievement Orientation:**

Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

**Initiative:**

Readiness to act on opportunities

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

<b><u>Relationship Management</u></b>
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**Developing Others:**

Sensing others' development needs and bolstering their abilities

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

**Inspirational Leadership:**

Inspiring and guiding individuals and groups

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

**Change Catalyst:**

Initiating or managing change

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

**Influence:**

Having impact on others:

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the sense support

**Conflict Management:**

Negotiating and resolving conflict

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions