

Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment.va@al-noorprimary.org.uk, Website: www.al-noorprimary.org.uk

JOB DESCRIPTION: LSA- Learning Support Assistant

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: part-time, 1 post, 30.83 hours per week

Mon, Tue, Wed, Fri: 8am -3pm,

Thur 7.30am -2.30pm

This is subject to SEND pupil needs and therefore maybe subject to change

SALARY: LBR3 SCP6, pro rata, £18410.97 pro rata gross annual salary

START DATE: 27th November 2023

TO WHOM RESPONSIBLE: Deputy Head/SENDCO

PURPOSE

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. To work in partnership with class teachers to support the learning of a child with an Education, Health and Care Plan (EHCP) and other children as appropriate, in line with the national curriculum, SEN code of practice and school policies and procedures.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

- Provide 1:1 and small group learning support for specific pupils with EHCP and SEND.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Provide pastoral support to pupils in general
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Intimate care, supporting with toileting needs of children.
- Provide support for pupils with needs at lunchtime, this can include feeding and behaviour

- Provide and administer medication for pupils where required (training provided)

SUPPORT FOR TEACHERS

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using and creating appropriate or specific strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupil/s achievement, progress and other matters, ensuring the availability of appropriate evidence
- Contribute to annual reviews for pupils with EHCP where 1:1 support has been provided
- Be responsible for keeping and updating records as agreed with other staff/SENCO, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Safeguarding and Confidentiality

- Receive, store and use confidential data relating to pupils within own area of responsibility.
- Watch for indications of potential safeguarding issues and report immediately in line with the school policy and procedures.
- Always ensure that delegated classes are vigilantly supervised at all times.

General

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

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PERSON SPECIFICATION: LSA- Learning Support Assistant

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Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Very good numeracy/literacy skills• NVQ 3 for Teaching Assistants or equivalent qualification or experience• Qualifications/ accreditation in SEND field e.g. British Sign Language (Desirable), Makaton (Required), ELKLAN (Desirable)• Speech and Language Training (Desirable)• ELSA (Desirable)• Positive handling Training (Highly Desirable)
Experience	<ul style="list-style-type: none">• Experience of working with children of relevant age• Experience of working with pupils with special or additional needs• Experience working 1:1 or with small groups of children• Working with deaf children/and or who have hearing impairment

Skills and knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of EYFS and national curriculum and other relevant learning programmes • Understanding of principles of child development and learning processes and in particular, barriers to learning • Ability to plan effective actions for pupils at risk of underachieving • Full understanding of the range of support services/providers • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • You have a working knowledge of the role of and the skills expected from you. • You are able to make reliable judgments on all aspects of the job description. • You have high expectations for your professional performance and the of other staff members you work with or supervise. • You have excellent organisational skills • You have a willingness to develop your knowledge and use of specialist equipment/resources. • You have a positive and compassionate approach to the behaviour management of children and are able to assist staff members in maintaining high standards of behaviour according to the behaviour management policy of Al-Noor School. • You can use relevant equipment confidently and well. • You have full working knowledge of relevant statutory frameworks and codes of practice and are aware of relevant legislation. • You eagerly and enthusiastically participate in induction training and in development and training opportunities. • You know the signs to look for in pupils to recognise when extra help may be required. • You know safe and acceptable methods for controlling behaviour of pupils in line with a school's policies and procedures. • You know how to engage pupils to promote and encourage good behaviour, inclusion and participation. • You know the basic principles of safeguarding, how to find and refer to the school policy and you know what to look for to identify potential safeguarding situations. • You know what to do if first aid or medical assistance is needed. • You can identify personal hygiene standards, food safety practices and the procedures required and understand the importance of following them. • You know and understand how to communicate with pupils, catering team members, school staff and other stakeholders. • You can recognise where conflict exists and understand how it can be prevented and resolved.
Personal qualities	<ul style="list-style-type: none"> • Committed • Hardworking • Collaborator • Takes initiative • Manages time and priorities effectively • Willingness to learn and take on responsibility • Works well in a team

Notes:

This job description may be amended at any time in consultation with the post holder.