

1853 CHARLES KINGSLEY'S SCHOOL 2003



SCHOOL CHURCH COMMUNITY

Charles Kingsley's CE Primary School
Role Profile: Learning Support Assistant/Special Needs Assistant Level 1
Grade B

Line Manager: Classteacher, Senior Leader, SENCO, Headteacher

Main purposes of the job

- To work under the direct instruction of the class teacher to support the teaching and learning activities in the classroom with a specific focus for a identified pupil
- To provide general support to the class teacher in the organisation and management of pupils and the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
- To support the inclusion of the identified pupil, ensuring they have equal access to opportunities to learn and develop.

Main responsibilities and tasks

Support to pupils

1. Under instruction from the class teacher to support pupils learning by working with individuals or groups of pupils, including those with special needs. Work will involve assisting the pupils to understand the activity and using appropriate strategies to keep pupils 'on task' and engaged in the work set.
2. To assist the pupils with personal needs as appropriate.
3. To provide support for pupils emotional and social needs by encouraging and modelling positive behaviour in line with the school's behaviour policy.
4. To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Support to teachers

5. To prepare the classroom with basic resources and equipment as directed by the teacher and assist the pupils in their use.
6. To provide regular feedback to teachers on pupils' achievement and progress.
7. To provide feedback on pupils in relation to progress and achievement under guidance of the teacher. This may include feedback on pupil progress in meeting Individual Education Plan targets.
8. To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.

Support to the school

9. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled.
10. To be aware of school policies and procedures concerning working with children and report any concerns to an appropriate named person. To assist with the supervision of pupils out of lesson time, but within both the school day and contracted hours as necessary for their safety.
11. To accompany teaching staff and pupils on visits, and out of school activities as required.
12. To attend relevant meetings and participate in training opportunities and professional development as appropriate.
13. To adhere to school health and safety policy including risk assessment and safety systems
14. To adhere to school policy on equality and diversity.
15. To carry out first aid/playtime supervision.
16. Willingness to be involved in the wider life of the school

Support for the curriculum

17. To assist with the development of basic Literacy, Numeracy and ICT skills and to support their use in learning activities.
18. To undertake broadly similar duties commensurate with the level of the post as required by the head teacher.
19. Assist the teacher with testing and assessment.
20. Review progress of pupils against learning programmes.

Additional Information

- A Level 1 SNA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs normally in conjunction with the teacher
- The shape of a Level 1 SNA's work will be broadly determined by the teacher

Main Contacts

In School: – pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body

Outside school – (usually under the direction of the Inclusion Lead) Education Psychologist, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LA specialist colleagues, outside contractors, specialist groups on educational visits.

Working Conditions

- School and classroom based learning environment – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Skilled in restraint techniques for dealing with difficult children
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Context Information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately

- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours require constant pupil contact and there is no provision for attendance when children are not there.

Characteristics

- **Challenge and support** – a commitment to do everything possible for each pupil and to enable all pupils to be successful.
- **Developing potential** – works to develop the long term capabilities and potential of others.
- **Creating Trust** – Being consistent and fair. Keeping one's word.
- **Enduring Resilience** – Able to sustain energy, optimism and motivation in face of pressure and setbacks. Actively manages emotions and energy.
- **Managing pupils** – the drive and ability to provide clear direction to pupils and to enthuse and motivate them. Gets pupils on task.
- **Passion for Learning** – The drive and ability to support pupils in their learning and help them become confident and independent learners. Strives for deeper understanding.
- **Respect for Others** – an underlying belief that individuals matter and deserve respect. Values others despite provocation.
- **Teamworking** – the ability to work with others to achieve shared goals.

Necessary knowledge, skills and experience

- Empathy with pupils and sympathetic to their needs showing a commitment to the personal welfare and safeguarding of children by having the ability to develop supportive and caring relationships with pupils
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people.
- Team Worker
- High expectations of self and learners showing a commitment to raising standards
- Open minded, self-evaluative and adaptable to changing circumstances and new ideas
- To listen and reflect on advice given