



## JOB DESCRIPTION

- SCHOOL:** Prosper Learning Trust – Mary Astell Academy
- POST TITLE:** Learning Support Assistant (AA4220)
- GRADE:** N4
- RESPONSIBLE TO:** Head Teacher or other designated teacher
- RESPONSIBLE FOR:** N/A
- JOB PURPOSE:** To assist in providing classroom support duties including curriculum related tasks under the direction of the teacher and responding to pupils' social, emotional and physical needs.
- MAIN DUTIES:** The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.
- (a) General**
- 1 Supporting the teacher in the general management of the classroom.
  - 2 To undertake activities, as directed by the teacher, with individuals or small groups of pupils.
  - 3 To provide clerical and administrative support, e.g. photocopying, word processing, filing, collection of money.
  - 4 Supervising small groups of pupils alone and participating in general activities including giving sensitive support and intervention in children's play.
- (b) Classroom Organisation**
- 1 Assist with the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
  - 2 Assisting in the preparation, maintenance and repair of books, apparatus and equipment to include stocktaking of resources.
  - 3 Preparing pupils' work for display in the classroom and around school.
- (c) Pupil Support**
- 1 To assist in providing classroom support to pupils with SEMH
  - 2 Working with pupils directly on curriculum related tasks under the direction of the teacher.
  - 3 Assisting in the delivery of support to pupils, including assessment, recording and reporting procedures.
  4. To assist the teacher with classroom management and preparation of resources
  - 5 Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
  - 6 Assisting with monitoring and evaluating the learning environment provided for the pupils in his/her care.
  - 7 Working with teachers, speech and language therapists and other specialist staff to assist in delivering agreed programmes.
  - 8 Accompanying pupils on excursions and other extra-curricular activities, including independence skills training programmes.

**(d) School Support**

- 1 To follow the school policy documents and schemes of work and keep updated with school and National Curriculum documentation.
- 2 To support teachers in selecting and preparing teaching resources that meet pupils' needs and interests.
- 3 Assist in maintaining a healthy, safe and secure environment for pupils within and outside the classroom and to act in accordance with the School's policies and procedures.

**(e) Welfare and other duties**

- 1 To assist the classroom teacher with the creation of a safe environment for pupils within and outside the classroom.
- 2 Assisting in the supervision of pupils particularly at break periods and the beginning and end of sessions.
- 3 Provision of general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This might include attending to sick or injured pupils.
- 5 To promote and implement the school's Equality Policy in all aspects of employment and service deliver.

**(f) Child Protection**

The postholder will have responsibility for promoting and safeguarding the welfare of children and young Persons s/he is responsible for, or comes into contact with.



**PROSPER**  
LEARNING TRUST

**PERSON SPECIFICATION**  
**Learning Support Assistant (N4)**

<b>Factor</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
<b>Skills, Knowledge and aptitudes</b>	<ol style="list-style-type: none"> <li>1. Experience of supporting students in a learning environment with learning difficulties</li> <li>2. A clear understanding of the LSA role.</li> <li>3. A clear vision of how the role can be used to ensure student progression and effective delivery of their learning.</li> <li>4. An understanding of assessment, recording and reporting processes.</li> <li>5. Good verbal and written communication skills.</li> <li>6. ICT skills to support students in lessons.</li> </ol>	<ol style="list-style-type: none"> <li>7. Understanding of the curriculum guidance of the National Curriculum.</li> </ol>	Interview References Application form
<b>Qualifications and training</b>	<ol style="list-style-type: none"> <li>1. Good GCES's including English and Maths</li> <li>2. NVQ Level 2 or 3 Teaching Assistants or equivalent qualification.</li> </ol>	<ol style="list-style-type: none"> <li>3. Further professional development in special educational needs.</li> <li>4. Team Teach or similar training.</li> <li>5. First Aid training.</li> </ol>	Application form Interview References
<b>Experience</b>	<ol style="list-style-type: none"> <li>1. Ability to demonstrate good contribution to assisting teaching in school.</li> <li>2. Able to undertake an active role in co-ordinating reviews of student progress including liaising with other agencies as appropriate.</li> <li>3. Able to contribute effectively to the planning of the teaching programme.</li> <li>4. Able to undertake routine invigilation and marking.</li> <li>5. Able to work within and apply all relevant policies and schemes of work.</li> </ol>	<ol style="list-style-type: none"> <li>6. Experience of assisting in the teaching of National Curriculum to pupils with learning difficulties.</li> </ol>	Application form Interview References
<b>Disposition</b>	<ol style="list-style-type: none"> <li>1. Excited by opportunities presented by the post.</li> <li>2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people with learning difficulties.</li> </ol>	<ol style="list-style-type: none"> <li>7. Sense of humour</li> <li>8. Ability to find creative answers to problems.</li> </ol>	Interview References

	<ol style="list-style-type: none"> <li>3. High expectations of student achievement.</li> <li>4. Ability to work under pressure and meet deadlines.</li> <li>5. Positive attitude to change.</li> <li>6. Calm, confident and professional manner.</li> </ol>		
<b>Special Requirements</b>	<ol style="list-style-type: none"> <li>1. Good health and attendance record.</li> <li>2. Enhanced DBS checked to work with vulnerable children.</li> <li>3. Ability to provide care and welfare to students.</li> <li>4. Willingness to participate in out of school activities.</li> <li>5. Prepared to undertake ongoing professional development.</li> </ol>	<ol style="list-style-type: none"> <li>6. Clean current driving licence.</li> </ol>	<p>Interview References CRB clearance Qualification and identity checks</p>