

HADLEIGH COMMUNITY PRIMARY SCHOOL JOB DESCRIPTION & PERSON SPECIFICATION

POST: Learning support assistant

GRADE: GRADE 2

Reporting Arrangements: EYFS PHASE LEADER and Reception Class Teachers

Job Purpose: To work as an effective member of a year group team in the provision of high-quality inclusive play and learning opportunities for all children attending the setting. To work with colleagues to provide a safe, welcoming, purposeful, stimulating and encouraging environment both indoors and outdoors.

General duties and responsibilities

1. To give support to the Class Teacher in the planning and delivery of the EYFS curriculum, indoors and outdoors, in accordance with the 7 areas of learning and characteristics of effective learning
2. To help set up the learning environment for the day and to help to tidy away at the end of the session, ensuring that all toys and equipment are clean and safe at all times
3. Implementing risk assessments, as delegated, to ensure the well-being of children and adults in the setting
4. To actively communicate and work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn.
5. To build and maintain strong partnership working with parents (under the guidance and direction of the Class Teacher) to enable children's needs to be met.

Areas of Responsibility, Key Tasks and high-quality practice

1. Support learning and development by accompanying and working with pupils outside in the Forest School setting, on trips, visits and other activities, under the direction of the Class Teacher.
2. Promote the general progress and well-being of individual pupils and classes/ groups by supporting them in play and through the delivery of adult lead activities. Recognise and nurture their abilities and aptitudes by the introduction and development of new initiatives, under the guidance and direction of the Class Teacher.
3. To recognise individual needs – Special Educational Needs (SEN) and disability, English as Additional Language (EAL) and cultural diversity.
4. To plan and deliver key interventions for individuals and small groups, with support from the teacher.
5. Support and assist the Class Teacher in maintaining good order and discipline in the classroom/school, by actively engaging with pupils to promote and enforce the school's behaviour policy
6. Recognise and support social and pastoral needs by actively engaging with groups and individual pupils, both within the classroom and throughout the school day, seeking advice where necessary from the Class Teacher and/or Headteacher.
7. Supervise pupils where ever they are on the school's premises as required as part of the school's agreed duty rota.
8. Refer to and liaise with the Class Teacher to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils.

9. To assist children with toileting when appropriate and other health and self-care issues
10. Ensure that all concerns and complaints are dealt with in a professional manner and in accordance with the policies and procedures and in discussion with the phase leader or class teacher.
11. Use initiative to solve straightforward problems to assist the progress of pupils within clearly specified boundaries. Seek advice from the Class Teacher in the event that complex or serious problems occur.
12. Prepare resources, as directed by the Class Teacher.
13. Carry out routine administrative tasks.
14. Use the Development Matters framework to make assessments through observations and direct interaction with the children
15. Carry out observations of the children throughout the day and to record and upload them onto Tapestry for the class teacher
16. Participate in meetings relating to pupils, as required, as well as attending Team meetings where necessary.
17. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues.
18. Use your required paediatric first aid qualification to treat children when a first aid incident occurs and to record it in the Reception accident/incident log.

Other Key Tasks

1. Actively engage in teamwork throughout the school.
2. Actively engage in the school's Appraisal process.
3. Maintain awareness of current trends in EYFS and Primary education and actively support inclusion developments in the school.
4. To ensure an up-to-date knowledge of local safeguarding children procedures and ensure these procedures are embedded in everyday practice
5. Safeguard and protect children, young people and other stakeholders in line with statutory requirements.
6. Maintain confidentiality and professionalism in all school matters, especially relating to online behaviour and the use of social media.
7. Recognise and actively support the aims, objectives, policies and procedures of the school.
8. To undertake any other reasonable duties as directed by the supervisor or Head teacher in accordance with the settings' objectives and business plan

This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties as discussed and directed by their line supervisor.

PERSON PROFILE FOR:

Post	Learning Support Assistant
Salary	Grade 2
Conditions of Service	Local Government National Agreement on Pay and Conditions Suffolk County Council Terms and Conditions for Single Status Staff

PERSON PROFILE	Essential	Desirable
Education and Training	<ol style="list-style-type: none"> 1. General education to GCSE level. 2. Relevant Level 3 Early Years Qualification 	<p>GCSE grade A-C in English, Maths and Science.</p> <p>Up to date Safeguarding training</p>
Relevant Experience	<ol style="list-style-type: none"> 1. At least 2 years' experience of working with children within the EYFS group. 2. Experience of making observations about children, making assessments and identifying next steps 	<p>Experience of working effectively with children in a class incorporating mixed year groups and/or mixed abilities</p> <p>Experience of supporting challenging children with complex physical and emotional needs.</p> <p>Experience of working in partnership with parents and other agencies</p>
General and Special Knowledge	<ol style="list-style-type: none"> 1. Knowledge of areas within the curriculum relating specifically to literacy and numeracy at EYFS and relevant KS levels. 2. Knowledge of Development matters and EYFS Statutory guidance. 3. Ability to remain calm and supportive in unexpected and / or emergency situations. 4. Knowledge of basic behavior management strategies. 5. Knowledge of SEND code of practice 6. Knowledge of teaching phonics and the Letters and Sounds document published by the DfE 	<p>Current paediatric First Aid qualification</p> <p>Food handling qualification</p> <p>Basic knowledge of Forest School approach to learning</p> <p>Knowledge of the 'Song of Sounds' phonics programme.</p>

Skills and abilities	<ol style="list-style-type: none"> 1. Ability to communicate well with adults and children 2. Ability to work as part of a team 3. Ability to write legibly 4. General computer literacy with a range of IT skills, including ability to use an iPad (our learning journal is electronic.) 	<p>Good organisational skills</p> <p>Ability to demonstrate creative abilities</p>
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General	<ol style="list-style-type: none"> 1. Understanding of Equal Opportunities 2. Awareness of Health & Safety and practical Hygiene issues 3. Ability, flexibility and willingness to take on other responsibilities or duties as deemed necessary 4. Knowledge of current GDPR regulations 	<p>Ability and proven willingness to take on responsibility.</p> <p>Ability to prioritise effectively when faced with a number of urgent tasks.</p> <p>Ability to judge a situation and take appropriate action i.e. when act on own initiative and when to seek guidance.</p>
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Reviewed April 2020

Signed..... Date.....

Headteacher

Signed..... Date.....
Post holder