

<b>William Farr CE School</b>	
<b>JOB DESCRIPTION</b>	
<b>JOB TITLE:</b>	<b>Learning Support Assistant Grade 1</b>
<b>POST HOLDER:</b>	
<b>GRADE:</b>	<b>WFPS 3</b>
<b>REPORTS TO:</b>	<b>Head of Learning Support</b>
<b>Hours Worked per Week:</b>	
<b>Weeks Worked per Year:</b>	
<b>Weeks Paid per Year:</b>	
<b>HOLIDAY ENTITLEMENT MUST BE TAKEN DURING SCHOOL CLOSURES</b>	
<b>1.</b>	<p><b>PURPOSE OF JOB:</b></p> <ul style="list-style-type: none"> <li>To work with individual pupils/groups of pupils being identified as having additional needs, as directed by the teacher, Head of Department, Assistant Head of Department.</li> </ul>
<b>2.</b>	<p><b>MAIN RESPONSIBILITIES, TASKS &amp; DUTIES</b></p> <p><b><u>School Related</u></b></p> <ul style="list-style-type: none"> <li>Assist with the planning and preparation of activities.</li> <li>Act in accordance with the school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.</li> <li>Know the Behaviour Policy, Care and Guidance Policy and Special Needs Policy.</li> <li>Be able to work with children across the range of SEND.</li> <li>Adopt resources depending on the needs of the pupil/s as directed by Head of Department or Assistant Head of Department.</li> <li>Deliver reading, spelling and numeracy programmes to individual pupils or groups of pupils during registration and/or lunchtime.</li> <li>Monitor pupils' needs and report to designated person.</li> <li>Keep records as required by the Department and the school.</li> <li>Participate in the review system of IEPs in accordance with departmental policy.</li> <li>Keep behavioural records of pupils.</li> <li>Use lesson records as directed by Head of Department or Assistant Head of Department.</li> <li>Keep records of spelling, recording and numeracy groups/pupils.</li> <li>To be involved in some administrative tasks for the Department.</li> <li>To be part of the Performance Management cycle of the Department and the School.</li> <li>Be familiar with all relevant statements and IEPs of pupils with SEND.</li> <li>Deliver small-group Behaviour Management and Social Skills to pupils.</li> </ul> <p><b><u>Child Related</u></b></p> <ul style="list-style-type: none"> <li>Provide development and learning (physical, emotional, education, social).</li> <li>Foster growth, self esteem and independence.</li> <li>Observe and record development.</li> <li>Carry out daily personal care and hygiene routines.</li> <li>Assist with movement of pupils around the school.</li> </ul>

3.	<p><b>MANAGEMENT OF PEOPLE</b>  <b>SUPERVISION OF PEOPLE</b>          No direct line management responsibilities but is required to occasionally demonstrate duties, give advice and guidance to employees, students or trainees</p>
4.	<p><b>CREATIVITY AND INNOVATION</b>          Required to be creative when assisting with planning of activities.</p>
5.	<p><b>CONTACTS AND RELATIONSHIPS</b>          Direct contact with children and their parents/carers, other employees at the school. Liaise with other professionals under the supervision/guidance of the teacher.</p>
6.	<p><b>DECISIONS</b></p>
	<p><b>a) Discretion –</b>          The postholder must act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.</p>
	<p><b>b) Consequences –</b>          Any errors should be easily identified and rectified</p>
7.	<p><b>RESOURCES</b>          Learning resources.</p>
8.	<p><b>WORK ENVIRONMENT</b></p>
	<p><b>a) Work Demands –</b>          Subjected to conflicting priorities due to curriculum and care needs</p>
	<p><b>b) Physical Demands –</b>          Subjected to considerable physical demands due, for example, to height of furniture.</p>
	<p><b>c) Working Conditions –</b>          School based and may be required to undertake reasonable duties of a personal nature.</p>
	<p><b>d) Work Context –</b>          Potential risk to well being through hygiene duties and possible aggression from pupils/parents/carers.</p>
9.	<p><b>KNOWLEDGE AND SKILLS</b>          Formal qualifications are not essential for this role, however, the postholder should have the ability to communicate effectively with children and adults, be able to empathise with children and work as part of a team.          Desirable for the postholder to have GCSE or equivalent in Maths, English or equivalent level of competency.</p>
10.	<p><b>GENERAL</b></p>
<p><b>Job Evaluation</b> - This job description has been compiled to allow the job to be evaluated using the GLEA Job Evaluation scheme as adopted by the County Council.</p>	

<p><b>Other Duties</b> - The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the postholder.</p>			
<p><b>Equal Opportunities</b> - The postholder is required to carry out the duties in accordance with Council Equal Opportunities policies.</p>			
<p><b>Health and Safety</b> - The postholder is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.</p>			
<p><b>All school staff have a responsibility to safeguard and promote the welfare of children and young people within the school.</b></p>			
	Name:	Signature:	Date:
Job Description written by: [Manager]	.....	.....	.....
Job Description agreed by: [Postholder]	.....	.....	.....