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| **Group:** | EDUCATION AND INCLUSION SERVICES |
| **Division:** | Schools |
| **Section:** | Williamstown Primary |
| **Sub Section:** | Centrally Funded |
| **Post Title:** | Learning Support Assistant |
| **Vision Post Number:** | 14978 |
| **Grade:** | Grade 6 32.5 hrs per week Term Time Only £14,692 + SEN Allowance |
| **Responsible to:** | Headteacher, Williamstown Primary School |
| **Posts Reporting to this Post:** | None |
| **Team:** | Access and Inclusion - Learning Support Class based in school |
| **DBS Required Level:** | Enhanced |
| **Location:** | Williamstown Primary School |
| **Date of Description:** | 12th November 2020 |

## Job Description & Person SPECIFICATION

**Key Objectives**

**To provide support for pupils within the Learning Support Class to ensure maximum access to the curriculum and life of the school.**

# SPECIFIC RESPONSIBILITY

Under the direction of the class teacher/Headteacher, the key responsibilities may include:

1. Supporting pupils in the base or in the mainstream classroom. This support may include:

* + Preparation of learning materials.
  + Assisting pupils in activities.
  + Helping in the development of pupils’ social communication and self-care skills.
  + Helping pupils organise their work.
  + Implementing specialist programmes provided by Speech and Language Therapist, OT, Physiotherapist.
  + Implementing teaching programmes under the direction of the class teacher.
  + Reinforcing, consolidating work.
  + Provide intimate care for pupils.

2. Encouraging appropriate social interaction and social behaviour in and out of the classroom.

3. Supporting pupils during break and lunch times.

4. Accompanying pupils on educational visits.

5. Attending meetings when requested.

6. Keeping records.

7. Care and maintenance of any specialist equipment.

8. Participating in the general life of the school.

9. Fulfilling any duties deemed appropriate by class teacher and Headteacher.

10. Complying with all appropriate Safeguarding and Health and Safety as set out in school policies.

11. Assisting with specialist assessments (e.g. B Squared, Boxall, reading and

numeracy assessments) under direction of Headteacher

THE CONTENTS OF THE DOCUMENT WILL BE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POST HOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

*Protecting Children and Vulnerable Adults is a core responsibility of all staff.*

*All safeguarding concerns should be reported to the Cwm Taf Multi-Agency Safeguarding Hub (MASH).*

PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, experience and personal competencies that would be ideal for this particular post.

The **Knowledge/ Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The **Special Conditions and Professional Requirements** section describes any other qualities appropriate to the particular circumstances associated with this role.

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| **ATTRIBUTE** | ESSENTIAL | **DESIRABLE** |
| KNOWLEDGE /EDUCATION | Accurate use of literacy and numeracy  Welsh Language Level 1 - All employees will be required to undertake a basic Welsh Language Induction to reach this level. Please refer to The Welsh Language Skills Guidance online www.rctcbc.gov.uk/WelshSkills. | Confident use of range of ICT  Welsh Language Level 2 to Level 5. For details on the levels please refer to The Welsh Language Skills Guidelines, which can be found in the Welsh Services section of the RCT Council Website. |
| EXPERIENCE | Working with children in school or learning settings | Working with children with additional learning needs |
| **COMPETENCIES** | **Community and Social Care Competency Framework** | |
| Working with Team Members | Asks for support when needed.  Contributes to a strong team spirit of shared responsibility and cooperation. | |
| Communicating Effectively | Communicates clearly and effectively.  Uses style of language that others (e.g. children, young people, community representative, managers, professionals) can clearly understand. | |
| Earning Service Users' Trust | Is person centred, and empathetic in responding to individuals' emotional and psychological wellbeing.  Maintains clear professional boundaries whilst demonstrating a clear understanding of the service users' issues. | |
| Working with Change | Is willing to try new ways of working and is flexible to them.  Makes changes and ideas a reality, and helps to make them work. | |
| Achieving Results | Is able to work effectively when under pressure.  Is flexible, can switch tasks/roles/priorities to deal with new demands changes or new information. | |
| Encouraging Professional Development | Is open to alternative methods of development e.g. training, coaching, reading, mentoring, experimental learning.  Participates in regular reviews and supervisions to identify goals and areas for development. | |
| **SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS** | Commitment to professional development in the field of Additional Learning Needs including accredited specialist training.  Must have regard to all school Safeguarding and Health and Safety requirements. | |