

Learning Support Practitioner Job Description

Title of post: Level 2 Learning Support Practitioner (L.S.P)
Salary: Scale 2, SCP 3-4
Contract Type: Permanent
Contracted working weeks: Term time only
Hours per week: 30
Daily working hours: 8.45am – 3.15pm
Lunch Break Arrangements: 30 minutes (unpaid)

Job Role

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Teaching & Learning

- Support pupils in understanding instructions.
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, as directed by the teachers:
- Carry out adult led group activities – planned and initiated by the teacher.
- Prepare and supervise fun, age-appropriate activities for inside and outside
- Participate in child-initiated learning, listening to children, observing and intervening to move the children's understanding and learning forwards.
- Support pupils in using ICT and develop pupils' competence and independence in its use.
- Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activities, and assist pupils in their use. Ensure the setting is organised, tidy, safe, secure, facilitating for the children.
- Monitor and manage stock and supplies, cataloguing as required.

Working with the class teacher

- Work as part of the team supporting the teacher in her role.
- Assist with the planning of learning activities, using the knowledge of children's abilities to enable constructive suggestions during planning.

- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.
- Ensure the timely and accurate design, preparation, and use of specialist equipment/resources/materials.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Have key person responsibility to make observations of children – use these to inform planning (by contributing to the planning meetings) and assessment of children (filling in profiles).
- Establish constructive relationships with parents/carers, acting as a point of contact for parents.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Maintain records as requested.
- Administer routine tests and undertake routine marking of pupils' work, accurately recording achievement / progress.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities, photocopying, typing, filing etc.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- This post is a designated customer facing role under the fluency duty and requires a specified level of spoken English as stated in the person specification.

Other areas of responsibility

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

- Contribute to the overall ethos/work/aims of the school. All adults should be modelling good manners, courtesy, communication between each other as well as with the children.
- Appreciate and support the role of other professionals. Support all members of the team – all adults are there for the benefit of the children. Children pick up on the tensions and lack of communication between adults.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school specific procedures / rules that apply to this role.
- Be prepared to help where needed including certain jobs such as snack preparation, cleaning equipment etc.

This is illustrative of the general nature and responsibilities of the role. It is not a comprehensive list of duties and other tasks may be directed by the Headteacher.

An annual review of this job description takes place as part of our performance management.

Learning Support Practitioner

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➢ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths ➢ Qualifications relating to the role of Teaching Assistant (or evidence of working towards gaining such qualifications) ➢ First-aid training, or willingness to complete it
Experience	<ul style="list-style-type: none"> ➢ Experience working with children / young people in a school environment or other educational setting ➢ Experience of supporting children within Key Stage 1 or Key Stage 2 ➢ Experience planning and delivering learning activities ➢ Experience of working with and supporting children with challenging behaviour ➢ Knowledge of KS1/2 assessment, curriculum and planning ➢ Experience running intervention programmes
Skills and knowledge	<ul style="list-style-type: none"> ➢ Excellent literacy, numeracy and verbal communication skills ➢ Ability to build effective working relationships with pupils and adults ➢ Skills and expertise in understanding the needs of all pupils ➢ Knowledge of how to help adapt and deliver support to meet individual needs; EAL, SEND and very able pupils ➢ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➢ Knowledge of guidance and requirements around safeguarding children ➢ Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none"> ➢ Enjoyment of working with children, with sensitivity and understanding. ➢ A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school ➢ Commitment to maintaining confidentiality at all times ➢ Commitment to safeguarding pupil's wellbeing and equality ➢ Resilient, positive, forward looking and enthusiastic about making a difference ➢ Capacity to inspire, motivate and challenge children and young people ➢ Team player and excellent interpersonal skills

Fluency Duty	<p>➤ This post has been identified as a customer facing role and therefore the school is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016.</p> <p>As a public body the School is obliged to ensure members of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p> <p>Level of English fluency required:</p> <p>Can understand a wide range of demanding, longer clauses, and recognise implicit meaning.</p> <p>Can express ideas fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes.</p>
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