



St Paul's
Primary School

One-to-One Learning Support Assistant

Reporting to: Inclusion Coordinator, Class Teacher, Headteacher, SLT

Key Role:

This is a one-to-one learning support assistant role, working alongside a named child with an EHCP.

The role involves supporting the pupil in the classroom under the direction of the class teacher and Inclusion Coordinator, helping to complete set tasks to achieve EHCP (Education, Health and Care Plan) outcomes and associated targets. Whilst the class teacher retains the overall responsibility for the learning of the pupil, the LSA role is essential in working with the teacher to enable the child to secure the outcomes as written into the EHCP.

A more detailed statement of needs will be shared at interview.

Job purpose:

- To support the learning needs of a pupil with an EHCP.
- To help provide and create differentiated, personalised resources to help the child access the national curriculum.
- To support the social, emotional and educational needs of a pupil with special educational needs.
- To be the 'key person' in coordinating the various professionals working alongside the pupil, alongside the Inclusion Coordinator.

Specific Duties and Responsibilities

The post holder should:

1. Contribute to the development of a positive, inclusive ethos.
2. To work under the direction of the class teacher to deliver the EHCP programme.
3. Support staff in understanding the needs of the named pupil across the school.
4. Liaise and coordinate with external agencies; cascading advice and information to/from staff and parents.
5. Assist the Inclusion Coordinator in monitoring and evaluating the impact of intervention and support work.
6. To contribute to reports and information to support SEND and other funding stream reviews.
7. Ensure the interventions in the EHCP are delivered within the proposed timeframes.

Teaching & Learning:

1. Deliver therapy and learning sequences planned by specialist providers, the Inclusion Coordinator and the class teacher.
2. Prepare resources to support the pupil's access to the curriculum.
3. Collate and share assessment of pupil with class teacher and other professionals.

Wider responsibilities:

1. To promote the policies and ethos of the school, showing respect for all members of the school community and promoting the ethos *Living and Rooted in God* in daily interactions.
2. To attend and participate in open evenings as necessary.
3. To use behaviour management strategies, in line with the school's policies and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
4. To participate in staff training as necessary.
5. To attend staff meetings and other meetings relevant to the role as necessary including inset day at the start of the academic year.
6. Contributing, when relevant, to reports to the school's governors or local authority/diocesan board on issues related to inclusion.
7. To set high standards and expectations for self and others.
8. To adapt to changing circumstances as necessary.
9. To remain calm and positive under pressure.
10. To support colleagues as required.
11. To actively follow the Child Protection Policy, whistleblowing and Safeguarding procedures of the school.
12. To recognise and commit to the responsibility that all school staff have to: provide a safe environment in which children can learn; identify children who may benefit from early help; follow the school's policy on sharing concerns about a child's welfare.

General

- The post holder may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

John Wright
Headteacher

October 2024



Person Specification – One-to-One Learning Support Assistant (for Named Pupil)

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GCSE A-C English & Mathematics, or equivalent (AP/TSK) • Relevant NVQ Level 2 qualification or higher (AP) 	<ul style="list-style-type: none"> • Paediatric First Aid Qualification (AP) • Basic safeguarding children awareness qualification (AP/INT)
Experience	<ul style="list-style-type: none"> • At least 2 years working in a school as a learning support assistant/teaching assistant. (AP/INT) • Use common IT resources effectively to communicate and to support learning (INT) 	<ul style="list-style-type: none"> • One-to-one LSA support for a pupil with SEMH learning needs. (AP/INT) • Experience working with children who have English as an additional language (EAL) • Experience and understanding of children with attachment needs (AP/INT)
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Form positive professional relationships through good communication skills and effective liaison with colleagues. (INT) • Punctuality and reliability (AP) • Ability to adapt learning activities and to develop a range of resources to support learning. (INT) • To follow daily planning, and implement IEP targets, and other programmes where necessary (AP/INT) • To assess and record pupil progress whilst maintaining confidentiality (INT) • Willingness to undertake further training. (INT) 	<ul style="list-style-type: none"> • Ability to apply de-escalation strategies to classroom practice (AP/INT)
Personal Qualities.	<ul style="list-style-type: none"> • The ability to motivate and inspire children in order to strive for excellence. (INT) • A commitment to the Christian Ethos of the school. (INT) 	

Main selection evidence method: AP Application Form, INT Interview, TSK Task

Any offer of appointment is always subject to:

Satisfactory medical clearance- all successful candidates are asked to complete a confidential medical questionnaire which is sent to the school's occupational health provider.

Confirmation of identity checks and right to work in the UK

Enhanced DBS check and satisfactory reference

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