**Inspiring Futures Through Learning– Role Profile**

Role Title: **Learning Support Assistant - L1 (Dedicated Specific Needs – Autism)**

Grade: **B**

## Purpose of job

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, supporting access to learning for a specific pupil with special educational needs (autism) and providing general support to the teacher in the management of pupils and the classroom.

## Key Objectives

|  |  |
| --- | --- |
| 1 | Support a specific pupil with autism to understand instructions and encourage independent learning wherever possible |
| 2 | Attend to special needs pupils’ personal needs and assist the implementation  of related personal programmes, including social, basic medical, First Aid, physical, hygiene and welfare matters with appropriate training/support |
| 3 | Assist with the planning and preparation of activities and in the delivery of local and national initiatives |
| 4 | Prepare the learning environment as directed for lessons and clear up learning environment and resources. |
| 5 | Assist with the display of pupils’ work |
| 6 | Develop and maintain positive communication and information sharing with the child’s parents |
| 7 | Assist with break /lunch time supervision including facilitating games and  activities |
| 8 | Assist with escorting pupils on educational visits and out of school activities |
| 9 | Support pupils in emotional well-being, reporting issues to the teacher when appropriate |

*Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head Teachers may require particular additional duties to be undertaken to suit the specific school’s requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.*

## Scope

Have familiarity with all relevant EHCP and SEND documents specific to the individual child.

Prepare and maintain equipment/resources as directed by the teacher.

Support the teacher in managing pupil behaviour, reporting difficulties as appropriate Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions

## Work Profile

Establish good relationships with the individual pupil and parents, acting as role model and ensure awareness of individual needs, responding appropriately when appropriate

Encourage the pupil to interact with others constructively and engage in activities led by the teacher

Undertake pupil record keeping as requested

Gather/report information from/to parents/carers as directed.

Adhere to school, local and national authority guidelines, exercising professional discretion at all times.

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.

Participate in training and other learning activities and performance development as required

Contribute to the overall ethos/work/aims of the school Attend relevant meetings, when required

Maintain confidentiality at all times

## Other information

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust’s safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

## All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

**Person Specification**

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| --- | --- | --- | --- | --- | --- |
| **Skills and Knowledge Level Assess by;** | | | | | |
| ***A****ttainable Successful applicants will be expected to obtain the denoted qualifications or*  *experience within an agreed period of time* ***A*** | | | | | ***A***  *Application*  ***I***  *Interview*  ***T***  *Testing*  ***R***  *Reference* |
| ***D****esirable Applications will be preferred from candidates with the denoted qualifications or* ***D***  *experience* | | | |  |
| ***E****ssential Applicants without the denoted qualifications or experience will not be* ***E***  *considered for this role* | | |  |
| **Qualifications** | Good basic education with proficiency in numeracy, literacy and ICT | **X** |  |  | **A** |
| **Skills / Experience** | Experience of working with children in a learning or play environment |  | **X** |  | **A** |
| Experience of one-on-one working with children with special educational needs (autism) |  | **X** |  | **A** |
| **Competencies Level Assess by;** | | | | | |
| ***A****wareness Demonstrable aptitude and ability to develop in the particular work area* ***A*** | | | | | ***A***  *Application*  ***I***  *Interview*  ***T***  *Testing*  ***R***  *Reference* |
| ***S****ignificant Clear competence in the work element sufficient for all role requirements* ***S*** | | | |  |
| ***E****xtensive Sufficient expertise in the work element to lead and mentor others, and influence* ***E***  *policy and practice* | | |  |
| **Planning and organising work** | Working under instruction to prepare and deliver learning activities and general classroom support |  | **X** |  | **I,R** |
| **Planning capacity and resources** | Use and safekeeping of classroom equipment. |  | **X** |  | **I,R** |
| **Influencing and interpersonal**  **skills** | Encouraging inclusivity and engagement in learning, particularly with pupils with special educational needs (autism) |  | **X** |  | **I,R** |
| Interaction with other pupils, colleagues, parents and others in a positive and inclusive manner |  | **X** |  | **I,R** |
| **Using initiative** | Using agreed techniques and processes to deal with day to day issues and problems |  | **X** |  | **I,R** |
| **Working independently** | Working with a dedicated child with autism and small groups under the guidance and supervision of the class teacher |  | **X** |  | **I,R** |
| **Managing people** | Co-operative working with colleagues |  | **X** |  | **I,R** |
| **Managing resources** | Equipment; Keeping accurate records when required |  | **X** |  | **I,R** |
| **Managing risk** | Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection. |  | **X** |  | **I,R** |
| **Managing oneself** | Awareness of opportunities for professional self-improvement |  | **X** |  | **I,R** |