



Mayfield Preparatory School

Job title – Specialist Learning Support Assistant

Job purpose

Under the direction of teaching staff and within an educational plan, to provide support to the classroom teacher and assist in the development and education of a visually impaired child within our school; to prepare / adapt resources to aid learning, educational progress and, with the aim of narrowing any attainment gap they have their fully sighted peers on entry to school. To give assistance to the child with a visual impairment so that they can access the curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life. This involves undertaking non-teaching tasks related to classroom activities and providing supervision and care skills.

Main duties and responsibilities

Support for the child:

- 1 Provide direct 1:1 support as agreed with the teacher. This may include pre-tutoring support to ensure the necessary knowledge is acquired, and familiarity with the resources, skills and concepts to be used in the lesson.
- 2 Adapt resources and teaching materials as necessary to ensure the child is able to access the key points of a lesson and achieve the objectives set for her, as far as possible independently.
- 3 Supporting the child in participating in class teaching activities, providing support to groups as appropriate to encourage independence and social interaction.
- 4 Using praise, assistance and encouragement to motivate the child and help them stay on task.
- 5 Supporting the child's understanding of any follow up tasks set by the teacher.
- 6 Taking lesson notes from the board, where required, to support the child's understanding and inclusion.
- 7 Overseeing the child's work in practical activities where safety is a consideration.
- 8 Establish good working relationships with the child, acting as a role model and being aware of and responding appropriately to individual needs.
- 9 Implement specific strategies for managing the progress of the child.
- 10 Ensure the child is aware of their target levels/grades, and any individual targets they are set.
- 11 Ensure the child has an understanding and a record of any homework set.
- 12 Support the use of ICT in learning activities and develop the child's competence and independence in its use. Support the use of specialist ICT equipment to support the child, for example the magnifier.
- 13 To provide simple first aid, when necessary, and take all reasonable measures to ensure health and safety in the classroom and other relevant areas within and outside the school premises.

Support for teachers:

- 1 To maintain records the child's progress as part of the monitoring and reviewing of educational work programmes and assist in the future development of programmes and plans as and when appropriate.
- 2 Provide constructive feedback to the teacher on how the child has responded to the lesson; work they find relatively easy and work they find more difficult.
- 3 Support the teacher in establishing and maintaining an orderly learning environment, reporting difficulties as appropriate.
- 4 Assist in the educational and social development of the child under the direction and guidance of the Headteacher, SENDCo and class teachers.
- 5 Work with other professionals, such as speech therapists and occupational therapists, as necessary
- 6 Assist class teachers with maintaining student records.
- 7 Support the child with emotional or behavioural problems and help develop their social skills.
- 8 Marking the child's work under direction.

Administrative duties

1. Delivering the agreed programmes under the guidance of the class teacher and SENDCo focussing on areas of functional vision, language and literacy skills, personal, social and emotional development as required.
2. Contribute to “target setting” for the child, when requested.
3. Encouraging the child to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
4. Maintain logs of the child’s daily progress.
5. Support the use of technology and optical aids to promote the student’s learning.
6. Checking that any equipment used by the child is functioning properly.
7. Developing skill in the use of specialist equipment used by a VI child, including software applications.
8. Taking steps to ensure any problems with equipment are dealt with as quickly as possible by informing the teacher/SENDCo if there are any problems.
9. Supporting the child and staff in the use of technology, encouraging the child to use the equipment independently.
10. Providing support to enable the child to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
11. Observing the child express their feelings and emotions and relate to others and feedback to the teacher and/or SENDCo, recording any findings accurately.
12. Attend team and staff meetings , Open Days, parents and information evenings.
13. Undertake professional duties that may be assigned by the Headteacher.
14. Attend and contribute to, when asked, meetings related to individual VI child.
15. Supervise and assist with a break and lunch time duty each week.
16. Actively support the pastoral role of Form Teacher.
17. Support class teachers in photocopying and other tasks in order to support the teaching of the VI child.
18. Set a good example in terms of dress, punctuality and attendance.
19. Be proactive in matters relating to health and safety.
20. To undertake the following roles in line with the Workforce Agreement 2003.

Support for the school

- 1 Contribute to the overall ethos, aims and work of the School.
- 2 To assist in the supervision of pupils outside the classroom including in playgrounds, dining areas or on visits outside the school premises.
- 3 To undertake other relevant duties allocated at the discretion of the classroom teacher, Headteacher or other designated supervisor.

Support for the curriculum

- 1 To participate in the delivery of educational work programmes by taking responsibility for longer term learning activities planned in the programme, within an agreed framework and to specific timescales. This may be in a specific area of competence, specialist knowledge or experience.

Authorised to

- 1 Provide simple first aid to pupils.
- 2 Have access to the child’s assessment records and data as part of the duties described above, following the school’s guidelines with regard to confidentiality.

Entitlement

Induction, training and professional support

- 1 To receive new staff induction training in line with the school’s policy if appropriate.
- 2 To receive ‘Appointed Person’ first aid training in line with the school’s policy.
- 3 To receive appropriate training, as applicable, for all duties which are required within this job description.
- 4 To receive the support of a line manager and to work as a valued part of our whole school team.

Staff Appraisal

- 1 To set objectives in line with the agreed Staff appraisal policy.
- 2 To agree objectives with the assigned team leader.
- 3 To contribute to a review of performance against the objectives set.
- 4 To benefit from professional development opportunities in line with identified school and professional priorities.

Qualifications

- Successful completion of DBS forms and satisfactory clearance being received.
- Successful completion of school or DfE Induction Training for Nursery/Teaching Assistants.
- Minimum NVQ Level 3 Childcare in Education, and ideally HLTA Level 4 or working towards one of these qualifications.