



Felmore Primary School

Job Description - Learning Support Assistant/Midday Assistant

The Felmore Primary School has an exciting opportunity for a Learning Support Assistant and Midday Assistant to join the team.

The LSA hours are 12:30pm to 3:30pm Monday to Friday, during term time (plus one week)

The MDA hours are 12:30pm to 1:45pm Monday to Friday, during term time

LSA Salary Scale 3 or 4 depending on experience - Actual Salary £4,386.86 (Scale 3) or £4,688.10 (scale 4) which includes paid annual leave which must be taken during school closure periods.

MDA Salary Scale 2, Point 2 Actual Salary £2,677.22 which includes paid annual leave which must be taken during school closure periods.

Applications close 30/11/2021 - Midday Interview date 10/12/2021

School

The Felmore Primary School is one of the eight schools which form the Berlesduna Academy Trust (www.berlesduna.co.uk), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background. The Trust is growing rapidly and is a vibrant, exciting and dynamic place to learn and work.

We are looking for somebody who:

- has experience working with primary age pupils (experience of working in the Early years Foundation Stage would be an advantage).
- has high expectations of the children and themselves and can engage, enthuse and motivate children to learn
- Is qualified to NVQ Level 2 or above and who has also achieved GCSE English and Maths at Grade C or above and can communicate effectively with all members of the community
- has a confident and caring personality and is calm and patient at all times, demonstrating empathy and understanding of different needs
- is able to deliver activities and interventions as required under direction of the class teacher
- can work effectively as part of a team and autonomously when required

We can offer,

- a commitment to your professional development
- a supportive school and Trust team
- Wonderful children
- a fabulous school environment
- the chance to make a difference in the lives of children

Application

We strongly advise a visit to the school is made prior to application. Visits can be arranged by contacting the office on admin@felmore-pri.essex.sch.uk or by phone 01268 729885. VISITS MAY NOT BE ALLOWED OR APPROPRIATE AT THIS TIME DUE TO COVID RESTRICTIONS, BUT WE WARMLY WELCOME A TELEPHONE CONVERSATION OR VIDEO CALL.

Please take care to complete the application in full as incomplete applications will not be considered.

We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience.

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All successful applicants will be subject to an enhanced DBS check, medical clearance and satisfactory references. We are an equal opportunities employer.

Should you require any further documentation please do not hesitate to contact us.

Job Description

Job Title	Learning Assistant 'Level 3' (Primary/Nursery)
Grade	2020 Scale 4 (2019 Band 2 (to max point))
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures. To provide specialist/skilled support to pupils in a particular curriculum area or support pupils with severe needs.
Principal Accountabilities	Provide particular and skilled support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties OR Provide particular and skilled support to all pupils in a particular learning area (e.g. ICT, National Curriculum subject)
Duties	<ul style="list-style-type: none"> • Working with whole classes, individuals or small groups of children under the direction of teaching staff • Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group • Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate • Establish positive relationships with pupils supported • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • Support pupils with activities which support literacy and numeracy skills • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • To be involved in planning, organising and implementing IEP/EHCPs, including attendance at, and contribution to, reviews • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required

	<ul style="list-style-type: none"> • Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher • Take an active role in the preparation, maintenance and control of stocks of materials and resources • Support learning by selecting appropriate resources/methods to facilitate agreed learning activities • Attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid. • Liaise with staff and other relevant professionals and provide information about pupils as appropriate • To assist with the display and presentation of pupils' work • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities • To assist with escorting pupils on educational visits
<p>General</p>	<ul style="list-style-type: none"> • To understand and apply school policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant school meetings as required • To respect confidentiality at all times • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p> <p>This post is portable across any school in the Trust.</p>

LEARNING ASSISTANT (C)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information

		Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role

Job Description

Job Title	Learning Assistant 'Level 2 ' (Primary/Nursery)
Grade	2020 Scale 3 (2019 Band 2 (to mid-point))
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.
Principal Accountabilities	<ul style="list-style-type: none"> • Working with individuals or small groups of children under the direction of teaching staff • Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.
Duties	<ul style="list-style-type: none"> • Establish positive relationships with pupils supported. • Support pupils with activities which support literacy and numeracy skills • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Interact with, and support pupils, according to individual needs and skills • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour • Monitor and record pupil activities as appropriate writing records and reports as required • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher • To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid. • To assist with the preparation, maintenance and control of stocks of materials and resources. • Assist with the development and implementation of IEP/EHCPs • Liaise with other staff and provide information about pupils as appropriate

	<ul style="list-style-type: none"> • To assist with the display and presentation of pupils' work • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities • To assist with escorting pupils on educational visits.
<p>General</p>	<ul style="list-style-type: none"> • To understand and apply school policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant school meetings as required • To respect confidentiality at all times • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. • This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties; • An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process; • All posts are subject to an enhanced DBS check, satisfactory references and medical clearance. <p>The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.</p> <p>The post is portable across any school in the Trust.</p>

LEARNING SUPPORT ASSISTANT (B)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information

		Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role