

Learning Progress Assistant Level 2

Job Description

Grade: GR2

1. Job Purpose

- 1.1 This level is applicable to experienced Learning Progress Assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2 To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

2. Key Responsibilities

Support for pupils (either individually or in groups)

- 2.1 Support the activities of individuals or groups
- 2.2 Establish and maintain relationships with individual pupils and groups.
- 2.3 Contribute to individual pupil profiles and Education Health Care Plans as appropriate.
- 2.4 Support pupils during learning activities.
- 2.5 Promote pupils' social and emotional development.
- 2.6 Contribute to the health and well-being of pupils.
- 2.7 Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8 Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.
- 2.9 Support pupils with literacy and numeracy skills
- 2.10 Support pupils to access the curriculum.
- 2.11 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- 2.12 Support pupils with exam concessions (e.g. reading, scribing etc.)

Support for the teacher(s)

- 2.13 Observe and report on pupil performance.
- 2.14 Contribute to the planning and evaluation of learning activities.
- 2.15 Assist in preparing and maintaining the learning environment.
- 2.16 Contribute to the management of pupils' behaviour.
- 2.17 Contribute to maintaining pupils' records.
- 2.18 Support the maintenance of pupils' safety and security.
- 2.19 Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson.
- 2.20 Undertake routine marking in line with school policy.
- 2.21 Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.22 Undertake joint home visits as appropriate and in line with LEA policy

Support for the school

- 2.23 Support the development and effectiveness of team work within the school environment.
- 2.24 Develop and maintain working relationships with other professionals.
- 2.25 Liaise with parents as appropriate.
- 2.26 Review and develop own professional practice.
- 2.27 Work as required across the curriculum and in all Key Stages within the school.

Support for the curriculum

- 2.28 Support the use of information and communication technology in the classroom.

General

- 2.29 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.30 To ensure their tasks are carried out with due regard to Health and Safety.
- 2.31 To participate in appropriate professional development including adhering to the principle of performance management.
- 2.32 To adhere to the ethos of the school
 - 2.32.1 To promote the agreed vision and aims of the school
 - 2.32.2 To set an example of personal integrity and professionalism
 - 2.32.3 Attendance at appropriate staff meetings and parents' evenings
- 2.33 Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

All staff in roles providing front line customer service will be required to meet the standards of communication skills defined by the Public Sector Duty – English Language Requirement Policy as required by the Code of Practice on the English language requirement for public sector workers (part 7 of the Immigration Act 2016).

3. Special Conditions

- 3.1 Flexibility of working hours within the school day may be required during busy periods, such as examinations.

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Level 2 Teaching Assistant qualification	AF/C
Experience Relevant work and other experience	Experience of supporting children in a classroom environment, including those with special educational needs Experience of using Information Technology to support pupils in the classroom	AF/I AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	A good standard of education particularly in English and Mathematics – GCSE grade C or above Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment Knowledge of SEN Code of Practice Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher Ability to consistently and effectively implement agreed behaviour management strategies Ability to use language and other communication skills that pupils can understand and relate to	AF/I/T/C AF/I AF/I AF/I AF/I AF/I AF/I

	Ability to establish positive relationships with pupils and empathise with their needs	AF/I
	Ability to demonstrate active listening skills	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task	AF/I
	Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to offer constructive feedback to pupils to reinforce self-esteem	AF/I
	Ability to work effectively and supportively as a member of the school team	
	Can communicate with a range of customers effectively, ensuring key information is understood by both parties	I
	Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	AF/I
Training	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:

