



JOB DESCRIPTION

Learning Support Assistant – Co-op Academy Southfield

1.0 INTRODUCTION

The following information is provided to assist staff joining the Trust to understand and appreciate the work content of their post and the role they are to play in the organisation. The post holder will undertake learning, care and support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Learning may be carried out in the classroom or outside the main teaching area.

The following points should be noted:

- 1.1 Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- 1.2 This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to services.
- 1.3 This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

2.0 PRIME OBJECTIVES OF POST

To complement, appreciate and support the role of teachers and other professionals by undertaking learning/care/support programmes (including feeding, hygiene, health, therapy, physical and behavioural) which enables access to learning in the community as part of a teacher planned approach.

- 2.1 To support the class teacher in the management of pupils in the classroom, and elsewhere, throughout the school day, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- 2.2 Work within school policies, procedures and code of conduct under the direction and guidance of senior staff and within an agreed system of supervision (and delegation). This will include but not limited to;
 - 2.2.1 *'Safeguarding and Child Protection Policy'* in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.

2.2.2 *'Supporting Children with Medical Conditions Policy' including infection control policies and procedures including Bare Below the Elbows.*

2.2.3 Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

3.0 REPORTING, SUPERVISION AND ACCOUNTABILITIES

3.1 To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.

3.2 To be accountable for the support, progress and supervision of students within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures within the scope of the role e.g. raising safeguarding concerns at the earliest opportunity and participation in school/NHS incident reporting protocols.

4.0 STAFF MANAGEMENT RESPONSIBILITY

None.

5.0 RESPONSIBILITIES

5.1 Key Tasks

5.1.1 Supervise and provide particular support for pupils with special needs and disabilities, ensuring their safety and access to learning activities.

5.1.2 Assist with the maintenance and implementation of individual student's Education Health and Care Plans (EHCPs), Behaviour Plans and NHS Care Plans – including meeting personal care, hygiene needs and therapy and health intervention needs.

5.1.3 Deliver health interventions deemed appropriate to the role according to the Bradford District Achievement Partnership agreed delegated nursing tasks (based on Royal College of Nursing guidance). Refer to Appendix 1.

5.2 General

5.2.1 Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.

5.2.2 Challenge, support and motivate pupils, promoting self-esteem whilst recognising and responding to their individual needs.

5.2.3 Prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment e.g. communication devices, iPads etc, assisting pupils in their use and recharging/clearing/storage afterwards.

5.2.4 Awareness of pupil progress, monitor/record pupil responses against pre-determined learning intentions as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.

- 5.2.5 Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- 5.2.6 Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- 5.2.7 Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, social care professionals, NHS professionals, Ofsted representatives and school reviewers.
- 5.2.8 Gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- 5.2.9 Support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use.
- 5.2.10 Support teacher and other senior staff in the use of ICT for recording and reporting purposes e.g. uploading photographs and data input for Evidence for Learning assessment tool.
- 5.2.11 Assist with the supervision of pupils out of lesson times, including transport before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- 5.2.12 Contribute to Campus life and the overall vision, values and guiding principles of the Campus.
- 5.2.13 Professionally engaging with training courses and opportunities provided either by the school or external providers e.g. NHS organisations or private providers.
- 5.2.14 Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- 5.2.15 To carry out any other reasonable request as and when required.

6.0 PROFESSIONAL EXPECTATIONS OF SUPPORT STAFF

- 6.1 Put students first and their safety foremost.
- 6.2 Follow Standard Operating Procedures (e.g. Missing Child Procedure and Emergency Services Procedure) and contribute to their review.
- 6.3 Work as partners with class teams by taking part in team meetings and planning discussions.
- 6.4 Provide support for classroom colleagues through administrative systems and resources.
- 6.5 Liaise with parents and other partners as directed by teachers and senior staff.
- 6.6 Rigorously apply school policies and ensure procedures are followed.

6.7 Participate in supervision duties – e.g. unstructured times e.g. lunchtime clubs and break duties.

6.8 Participate in your own performance development, identify and address any training needs/other learning activities and monitor performance development through active engagement with the Southfield Expertise Framework.

6.9 Contribute to a positive safety culture.

Whilst every endeavour has been made to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities

As business changes, roles will naturally evolve. Job descriptions will be reviewed with jobholders and updated periodically to reflect this.

Signature of post holder

Date

Appendix 1: Bradford District Achievement Partnership Agreed Delegated Tasks

Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. Epipens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebuliser.
- Emergency treatments covered in basic first aid training including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner. E.G. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.

- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) (ask carol e.g ileostomy).
- Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document *'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,'* Royal College of Nursing, 2018.