

LEARNING PARTNER FOR CHILDREN WITH EDUCATION HEALTH CARE PLAN

Grade:	D/3 and F/5 Please note this job description includes duties for both D grade and F grade Learning Partners. F grade requirements are included in red.
Responsible to:	Teachers/Middle Leaders/Phase Leaders
Liases with:	Other staff as appropriate

Job purpose and Scope

Under the instruction/guidance of the Class Teacher and/or other staff to enable access to learning for pupils and to assist the teaching staff in the management of pupils. Work may be carried out in the classroom or in other teaching areas

JOB DESCRIPTION

Main duties and responsibilities

D grade Requirements include:

Support for Pupils

- Establish productive working relationships with pupils/students, acting as a role model with high but realistic expectations in terms of learning and behaviour.
- Promote the inclusion and acceptance of all pupils/ students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Assist with the development, monitoring and reviewing of outcomes on the Educational Health Care Plans (EHCPs).
- Encourage pupils/ students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and high aspirations
- Provide feedback to pupils/students in relation to progress and achievement.
- Use skills/ training/ experience to support pupils/students.
- To support individuals or groups of children
- Follow appropriate programmes to meet the needs of individuals and groups of children.
- Help to raise standards of achievement for all pupils
- Provide a 'listening ear' to individual children's concerns and refer these concerns to the Class Teacher or Head Teacher as appropriate.
- Undertake and engage in activities including that of break times to meet the wellbeing of individuals and groups of children
- Act as a mentor to all children

- Support individual children using a range of de-escalation skills and where necessary physical intervention in schools (following training)
- Encourage children to interact with others and engage in activities led by teachers
- To help children develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- Track the progress of interventions for individual or groups of children and report to the Middle Leader, SENDCO, or class teacher where appropriate
- Be trained and provide first aid to children
- Accompany groups of pupils/individual pupils on school trips led by teachers

Support for teachers

- Work with the teacher to establish an appropriate learning environment.
- In liaison with the Class Teacher, develop a holistic approach to meeting children's needs, enabling pupils to make good progress by working with teachers and other staff.
- Monitor and evaluate pupils' responses to learning activities through observation and recording of achievement against the learning objectives.
- To monitor progress of special needs pupils within the curriculum area and advise on strategies to support pupils' progress.
- Provide objective and accurate feedback and reports to the teacher on pupils' achievement, areas for development etc. ensuring the availability of appropriate evidence, as required.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records as requested.
- Undertake aspects of marking of pupils' /students' work and accurately record achievement.
- Promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents using Restorative Practice where possible and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine assessment/tests.
- Provide general clerical/administrative support to further learning e.g. produce differentiated materials for agreed activities etc.
- Provide cover supervision to release the Class Teacher to work with groups of children, attend specific meetings and to occasionally cover PPA
- Undertake display work both within the classroom and in public areas allocated to the class as agreed by the Class teacher.

Support for the curriculum – within the agreed system and appropriate level of supervision

- Implement agreed learning activities/ teaching programmes, adjusting activities according to individual pupil's needs.
- Implement recognised and agreed learning strategies as appropriate e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities.

- Help pupils to access learning activities through specialist support where necessary.
- Where delegated responsibility for pupils off-site under supervision of teachers ensure that full risk assessment procedures are in place.

Support for the school

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/ work/ aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teachers, to support pupils' achievement.
- Attend and participate in regular meetings and school functions as appropriate.
- Participate in training, in-service training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate.
- Undertake planned supervision of pupils'.
- Supervise pupils/students on visits, trips and out of school activities as required.
- Assist the school Pastoral Team and school staff to implement Social, Emotional and Mental wellbeing learning targets
- Provide feedback to children in relation to progress and achievement under the direction and guidance of teachers
- Set high expectations of conduct whilst acting as a role model
- Mark children's work where appropriate

F Grade Requirements include all of the above and the following:

- Plan appropriate programmes to meet the needs of individuals and groups of children.
- Work with the teacher in lesson planning, evaluating and adjusting lessons plans as appropriate.

PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	
<ul style="list-style-type: none"> Good standard of Literacy and Numeracy Appropriate qualification at NVQ Level 2 or equivalent (D grade) Willingness to develop further 	<ul style="list-style-type: none"> Appropriate qualification at NVQ Level 3 or equivalent Evidence of continued professional development Paediatric Level 3 First Aid qualification
EXPERIENCE	
<ul style="list-style-type: none"> Working as part of a team To be able to communicate effectively at all levels Good knowledge of Primary Curriculum and its application Successful work experience in a relevant environment/setting Knowledge of safeguarding and keeping children safe Working with children with Special Educational Needs and knowledge of code of practice for SEN Able 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 Able to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task Able to carry out and report on systematic observations of pupils' knowledge, understanding and skills Able to assist in the recording of lessons and assessment as required by the teacher Able to offer constructive feedback to pupils to reinforce self-esteem Ability to motivate and encourage pupils Ability to adapt learning to meet the needs of individual pupils with additional needs Ability to identify and prepare appropriate resources under the direction of the class teacher 	<ul style="list-style-type: none"> Experience of working with children with speech and language difficulties. Using Information Technology to support pupils Strategies for the more able Knowledge and understanding of the EYFS Awareness of the expectations at the end of each Key Stage. Makaton
SKILLS AND ABILITIES	
<ul style="list-style-type: none"> Discretion and confidentiality Ability to work to own initiative Willingness to partake in further training. Flexible and adaptable. High expectations. Be reliable and have excellent organisational and time management skills Ability to work flexibly as part of a team 	

<ul style="list-style-type: none"> • To be friendly, approachable • Able to follow plans • Able to foster good relationships with parents/carers • Able to establish positive relationships with pupils and empathise with their needs 	
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EMPLOYEE EXPECTATIONS

- Maintain the school's vision 'Confident People Shining' and the values that underpin it.
- Must be aware of and comply with policies and procedures relating to Safeguarding and Child Protection, General Data Protection Regulations and confidentiality reporting all concerns to an appropriate person
- Must carry out all duties in accordance with the school's Health and Safety Policy
- Adhere to the School's Code of Conduct and Staff Handbook.
- To assist in the promotion of the school to different members and audiences and raising the school profile in the local community.
- Participate in training and other learning activities required and to participate in appraisal and professional development
- To contribute to the professional development of other support staff
- Undertake other similar duties and activities that fall within the grade and role as other duties may be reasonably required by the Head Teacher
- To maintain professional relationships with all staff
- The school undertakes to provide an annual system of Performance Management.

By providing your signature below you are agreeing to uphold the standards in this document relating to job description, person specification and employee expectations:

Signed	
Name	
Date	