

**IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014
SUPPORT FOR TEACHING & LEARNING**

Job Family Profile Summary

	GRADE 5	Grade 6	GRADE 7	GRADE 8	GRADE 9
Standard Job profile Title	Learning Support Assistant	Learning Mentor (Level 1); Cover Supervisor; School Club Play Leader	Teaching and Learning Assistant; Learning Mentor (Level 2)	Specialist Teaching and Learning Assistant; Specialist Support Worker; 0-5 Early Years Educator	Team Leader / Senior Learning Mentor
Level Purpose	To support access to learning for children and young people and provide general support to the class teacher/senior staff in the management of children and young people in the classroom or any setting where teaching and learning takes place.	To support access to learning for children and young people and provide management of children and young people in the classroom or any setting.	To support access to learning for children and young people and provide support to the class teacher/senior staff in the management of children and young people in the classroom or any setting where teaching and learning takes place.	<u>Specialist Teaching and Learning Assistant and Specialist Support Worker</u> To implement agreed work programmes to individual's / groups both within and out of the classroom, enabling children and young people to access learning activities and structured programmes overcoming barriers to learning. <u>0-5 Early Years Educator</u> The role is to support in developing the early years learning environment and resources in order to facilitate learning with responsibility for key worker groups.	Work across the curriculum, acting as specialist assistant for specific subjects or departments, or helping to plan lessons and develop support materials. Work closely with teachers, complementing their role and allowing them more time to develop each pupil to their potential.
Typical reporting line (NB current titles)	Working under direct instruction of the class teacher and/or senior staff (i.e., Team Leader).	Working under direct instruction of the class teacher and/or senior staff.	Working under the guidance of the class teacher and/or senior staff (i.e., Team Leader).	<u>Specialist Teaching and Learning Assistant and Specialist Support Worker</u> Working under the guidance and overall supervision of teaching staff and/or Team Leader which may, on occasion, NOT be direct. <u>0-5 Early Years Educator</u> Working with the Nursery Teacher and Headteacher.	Class Teacher / Headteacher
Typical Supervisory responsibility	None.	May direct other staff to manage after school care and activity.	Under direction of the class teacher support visiting students who may be work shadowing.	May allocate some day-to-day tasks to other staff requiring some supervisory responsibility.	May line manage/supervise a team of other staff under the overall direction of the Headteacher.
Probable settings	All Schools/PRUs/Enhanced Resources	All Schools/PRUs/Enhanced Resources	All Schools/PRUs/Enhanced Resources	All Schools/PRUs/Enhanced Resources	All Schools/PRUs/Enhanced Resources
Generally Representative Accountabilities & Responsibilities NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Works under direct instruction with well-defined instructions and systems/routines. Ability to provide support to individuals and groups helping children and young people stay on task, preparing resources, setting up activities, monitoring and displaying work, supporting the class teacher in planning activities and in helping children and young people understand instructions, share observational finding and contribute to the activities to support development.	Works under direct instruction with well-defined instructions and systems/routines. Ability to provide support with individuals and groups helping children and young people stay on task to enable them to access and undertake pre-set learning. Assist students to overcome social and emotional barriers to learning to raise aspirations and self-esteem. May manage care and activity out of school hours, encouraging participation. Deal with immediate difficulties or report any difficulties unable to overcome to a more senior colleague. Contribute to the management of children and young people's behaviour, dealing with any disruption and subsequently report and provide feedback to the class teacher.	Provide specific support including the provision of specialist skills as appropriate (i.e., literacy and numeracy), contribute to the planning of learning activities, undertake work/core/support programmes to enable access to learning and to assist the class teacher in the management of the children and young people in the classroom. Contribute to maintaining children and young people's records. Contribute to the management of children and young people's behaviour, dealing with any disruption and report to the class teacher any difficulties unable to overcome.	All Assumes prior demonstration of competence of Teaching and Learning Assistant. Deliver programmes and monitor the children and young people's response to the learning activities and where necessary modify or adapt the activities as agreed with the class teacher to achieve the intended learning outcome. Ability to plan and develop differentiated learning activities and have awareness of child development and pupil learning. Ability to accurately record and report on the development, progress and attainment of children and young people. <u>Specialist Teaching and Learning Assistant</u> To support and provide care and welfare for children and young people who may have Severe Learning Disabilities (SLD), SEN, Complex disabilities, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to	Assumes prior demonstration of competence of Teaching and Learning Assistant and will almost certainly contain some tasks from Specialist Teaching and Learning Assistant. Working under agreed system of supervision of a teacher who need not be present at the time. Complement the professional work of teachers by taking responsibility for agreed learning activities. Support pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. in planning, preparation and assessment (PPA) time or short-term absence undertaking elements of 'specified work'. Ability to contribute to the maintenance and analysis of records of children and young people's progress. Management of Pupil Support Unit.

		<p>Providing cover supervision during a teacher's short-term absence where no active teaching is taking place and pupils undertake pre-prepared work.</p>		<p>participate in learning activities and implement structured learning programmes to enable them to develop relationships with others and to participate in learning activities.</p> <p>0-5 Early Years Educator Provide support to children with transitions in their lives.</p> <p>Manage the planned/unplanned induction of children into the Nursery carrying out home visits as required.</p> <p>To identify the play needs and preferences of children developing play spaces that will meet those needs.</p> <p>Monitor and maintain curriculum resources.</p> <p>Keeping and updating records for key worker groups in line with school policy, planning and assessment.</p> <p>Supervision of children outside usual school hours including before and after school and lunchtimes as required.</p>	
<p>Typical Knowledge, Skills & Experience</p>	<p>General standard of education.</p> <p>Demonstrable levels of numeracy and literacy skills equivalent to GCSE (A-C).</p> <p>Relevant qualification at a level equivalent to at least National Qualification Framework Level 2.</p> <p>Knowledge of procedures for a limited range of learning activities for children and young people.</p> <p>Basic understanding of children and young people's development.</p> <p>Understanding of classroom roles and responsibilities.</p> <p>Familiar with the use of basic technology – computer, photocopier, etc.</p>	<p>Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).</p> <p>Practical skills and experience relevant to the management of children and young people's behaviour.</p> <p>Hold relevant qualification and or National Learning Mentoring Training.</p> <p>General understanding/knowledge of school policies and procedures relating to Health and Safety, behaviour, attendance, equal opportunities and child protection.</p> <p>Effective communication skills.</p>	<p>Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).</p> <p>Hold relevant qualification at a level equivalent to National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Employees who do not have a Level 3 will be expected to be working towards this qualification through extensive experience of working with children and young people preferably in an educational setting.</p> <p>General understanding/knowledge of school policies and procedures relating to Health and Safety, behaviour, attendance, equal opportunities and child protection. Proven communication skills.</p> <p>Knowledge and understanding of child development and learning.</p> <p>Knowledge of school policies for literacy and numeracy and how to support children and young people to develop literacy and numeracy skills.</p> <p>Effective use of ICT to support learning.</p>	<p>All Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).</p> <p>Hold relevant qualification at a level equivalent to at least National Qualification Framework Level 3.</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Has necessary skills for communicating learning to, motivating groups, classes and those with additional needs</p> <p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.</p> <p>Understanding of principles of child development and learning processes.</p> <p>Knowledge and experience of providing a structured activity within a group setting and the need for responsiveness and flexibility in implementing structured activities for children and young people with SEN or complex disabilities.</p> <p>Knowledge of ability to use specialist software.</p>	<p>Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C).</p> <p>Hold relevant qualification at a level equivalent to at least National Qualification Framework Level 3. Meet HLTA Standards or have equivalent qualification or experience.</p> <p>Experience of using ICT to advance children and young people's learning.</p> <p>Skills and experience of managing/supervising other members of staff.</p>

				<p><u>0-5 Early Years Educator</u> Knowledge of school policies and procedures in relation to working with 0-5 children.</p> <p>Detailed knowledge of the Early Years Foundation Stage Framework and curriculum.</p> <p>Requires knowledge of procedures for supporting and leading play activities, including adapting activities to suit the needs of early years pupils.</p>	
<p><i>Additional Work Elements</i></p>	<p>Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p>Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to children and young people's personal needs and/or supporting behaviour management.</p>	<p>Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p>Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to children and young people's personal needs and/or supporting behaviour management.</p>	<p>Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p>Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to children and young people's personal needs and/or supporting behaviour management.</p>	<p><u>All</u> Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p>May have to physically intervene with children and young people who exhibit violent or aggressive behaviour.</p> <p>Toileting care which does include assisting with complex needs or challenging behaviour using specialist equipment.</p> <p>Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p><u>Specialist Teaching and Learning Assistant and Specialist Support Worker</u> May regularly work with children and young people who have extreme behavioural issues or who are severely disabled requiring periods of physical effort such as moving and handling.</p>	<p>Additional physical requirements could be sitting in constrained positions for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</p> <p>May regularly work with children and young people who have extreme behavioural issues.</p> <p>May have to physically intervene with children and young people who exhibit violent or aggressive behaviour.</p>