

RAVENSWOOD SCHOOL

JOB DESCRIPTION



INTERACTIVE ROOM LEARNING SUPPORT ASSISTANT

GRADE: JG4 (Point 7 – 11)

JOB PURPOSE:

To promote & support the school in fulfilling its aims, acting as an integral part of the school staff team. To promote pupil achievement within the school by providing support for pupils' learning, engagement and interaction within the new interactive room.

JOB CONTEXT:

To prepare resources and sequences of interactive content, using the immersive software for use within the interactive room. To support and deliver sensory sessions to social communication pupils to promote effective engagement and communication in sensory lessons.

OBJECTIVES:

- To prepare and resource interactive content for sensory sessions
- To assist in maintaining the classroom ethos and a consistent approach to teaching and learning in sensory lessons.

MAJOR RESPONSIBILITY AREAS:

- A – prepare interactive resources and sequencing interactive content for pupil's sensory experiences across the school
- B – plan and deliver sensory/ interactive based lessons for social communication classes.
- C – support for the school community and support others in the use of the room.

KEY TASKS:

1. To provide appropriate level of support needed by pupils to promote independent learning and develop social- communication skills
2. To contribute to the planning, monitoring, assessment and reporting cycle for age range.
3. To prepare and deliver the interactive content to the class to engage in sensory sessions.
4. Co-operating in performance management and taking responsibility for continuing professional development.
5. To contribute to overall aims and objectives of the school, working within agreed policies and procedures.
6. Undertaking any professional duties as reasonably determined by the Headteacher

GUIDANCE ON LSA JOB DESCRIPTION - JG4

1. Involves:

- Building positive relationships with children
- Anticipating potential difficulties with accessing learning
- Finding/creating appropriate resources to support children's learning
- Monitoring children's progress and feeding back to the teacher
- Praising/encouraging children's achievements
- Making positive interventions to move children's learning forward
- Having high expectations of on-task behaviour and presentation
- Promoting the school code of conduct
- Using initiative and being pro-active in promoting children's' learning
- Working with individual or groups of children towards targets as identified in IEPs.
- Attending to personal needs and physical management programmes of individual pupils, integrating these into their learning programme.
- Delivering sensory sessions to classes/ small groups of pupils, supported by the class teacher.

2. Involves:

- Being familiar with long- and medium-term plans for age range
- Sharing views and observations on success of lessons, children's responses
- Being familiar with planning documents appropriate to age range schemes of Work, National curriculum, Early learning goals, Literacy & Numeracy strategies
- Using ICT to support learning
- Supporting children with assessment tasks/tests

3. Involves:

- To interpret teacher's planning and deliver session matched to pupils learning needs, adapting plans as appropriate to the session.
- Using agreed systems for classroom assessment and recording
- Providing feedback to the teacher on success of session

4. Involves:

- Self-evaluation and reflection
- Identifying areas for development and setting personal targets to improve
- Partaking in relevant development opportunities and demonstrating in daily work plan.
- Developing and maintaining professional relationships with other professionals, parents and carers.
- Attending INSET days.

5. Involves:

- Keeping yourself informed of school policies and procedures as per school policy file, staff handbook and in minutes of meetings
- Helping maintain an orderly environment, practising good standards of health & hygiene.
- Maintaining classroom records/audit stock.
- Undertaking playground supervision.
- As requested, supervising pupils during assembly, fund raising events, school outings and other extra curricular activities undertaken during the normal school day.
- Communicating effectively with parents.
- Playing an active role in maintaining a stimulating organised environment.
- Supporting other members of school community by sharing own knowledge and expertise