

The Chiltern School

Learning Support Assistant Level 3

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

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| Grade / Salary | Level 3 point 6-9 / £14,998 - £15,916 |
| Working Hours | 32.5 hours per week, Term Time only plus 1 week |

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| Employee Signature | | Date Effective | |
| Headteacher Signature | <i>Lisa Leonard</i> | Line Manager | |

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| Job Purpose |
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| <p>Under the instruction and guidance of teaching staff and other professionals to undertake learning activities and be aware and attend to the needs of pupils in order to support their learning and development and to ensure their safety. You will work with small groups of individual pupils.</p> <p>You will work with individuals, groups of pupils and with whole class groups. You may be asked to lead a team of Learning Support Assistants with appropriate support.</p> |
| MAIN RESPONSIBILITIES |
| Support for Pupils |
| Under the guidance of the class teacher, to support pupils in all aspects of their learning and accessing the curriculum including ICT and other strategies. |
| To lead whole class groups delivering plans prepared by the class teacher. |
| To develop and lead learning activities to small groups of pupils or individuals. |
| To promote pupils' learning and independence by differentiating lesson plans and following pupils' leads to extend their learning. |
| To promote and support the inclusion of all pupils in learning activities and maximise their achievement. |
| To promote positive behaviour in pupils through high expectations and clear boundaries. |
| To assist with the organisation and preparation for school visits and the supervision of pupils on such visits, in liaison with the Group Leader. |
| The ability to develop pupils' communication skills. |
| To take responsibility for individuals or small groups in offsite activities. |
| To assist with school transport at the beginning and end of the day, ensuring that pupils enjoy a safe journey to and from school. Report any concerns to the Leadership Team. |
| To contribute to strategies needed for pupils to travel safely and independently. |
| Support for Teachers |
| Under the guidance of the class teacher, to deliver learning activities to whole class groups, small groups and provide 1:1 support for individual pupils |

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| To assist the class teacher in planning, devising and extending appropriate educational activities. This includes contributing to the development of Pupil Learning Programmes (PLP). |
| To support and work with the teacher to identify and respond appropriately to individual needs of pupils so that challenging targets may be set. |
| To contribute to decisions about the most appropriate learning outcomes and strategies. |
| To assess and systematically record pupils' progress using the results of this monitoring to inform further support work and to give oral and written feedback on attainment and progress to both pupils and the teacher. |
| To efficiently prepare, maintain and use appropriate classroom teaching materials and equipment. |
| To support learning by developing the classroom environment; displays, use of equipment and appropriate use of sensory rooms etc. |
| To have high expectations of pupil behaviour. |
| To create and maintain a purposeful, orderly and supportive environment for pupils' learning. |
| Support for the Curriculum |
| To take responsibility for delivering lessons and programmes of study to promote pupils' learning and independence. |
| To develop knowledge of the curriculum and schemes of work and contribute ideas to develop pupils' learning and skills. |
| To contribute to the development and evaluation of curriculum plans and schemes of work |
| To support the teaching of literacy, numeracy or other specific curriculum areas, teaching whole class groups, small groups or working 1:1 with specified pupils. |
| To support learning through the development and production of work related tasks and materials. |
| Training Expectations |
| To make a commitment to your own professional development, undertaking training that is identified through appraisal and the school improvement plan. |
| To undertake training and implement school policies and procedures including:- <ul style="list-style-type: none"> * Health and safety * Child development * Manual handling and lifting * Team teach |

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- * Makaton signing and PECS.
- * Current SEND practice

Support for the school

To work collaboratively with colleagues as part of a professional team, in particular the class teacher Pathway Leader and other professionals.

To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the head teacher, supervise and guide the work of other Learning Support Assistants.

To attend staff meetings, participate in appraisal and undertake training and development activities.

To liaise as necessary with parents and carers and with outside agencies, offering support and advice, following school procedures.

To maintain an up to date knowledge of school policies and working practices.

To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.

To undertake and contribute to the risk assessment of the environment and activities, ensuring that pupils and staff are safe.

To adhere to the Child Protection and Safeguarding Policies.

To undertake tasks of a similar nature and level, as directed by the Headteacher.

Other

To participate as a member of the school community in promoting the work of the school

To maintain strict confidentiality guidelines about all aspects of your professional role

Ensure that confidentiality is maintained at all time in respect of school related matters to prevent disclosure of confidential and sensitive information

To undertake any other duties of a similar level and responsibility as may be required from time to time

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Safeguarding Children

CONTEXT:

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Person Specification

| | Essential | Desirable |
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| Qualifications and training | <ul style="list-style-type: none"> • NVQ Level 3 in Childcare & Education or NNEB • English/Maths GCSE or equivalent Level C | |
| Experience | <ul style="list-style-type: none"> • Demonstrable experience of working with children in a school environment. | <ul style="list-style-type: none"> • Demonstrable experience of working with children in a SEND school • Experience of supervising others. |
| Knowledge and skills | <ul style="list-style-type: none"> • Evidence of an understanding of methods of teaching and styles of learning. • Evidence of knowledge and ability to contribute to the planning and development of educational activities. • Evidence of leading learning activities or lessons • Evidence of developing and delivering a programme of learning that led to pupil progress • Evidence of supporting pupils learning in reading, writing and number work. • Evidence of a sound knowledge of child development | <ul style="list-style-type: none"> • Understand how child development and milestones are impacted by LDs. • Knowledge or experience of communication strategies. • Knowledge of Signing, PECS, Communication Strategies. • Evidence of experience of team leadership. • Team Teach or other behaviour management strategies. • To be familiar with educational programmes, ipads and switches. |

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| | <ul style="list-style-type: none"> ● Evidence of good communication and interpersonal skills. ● Evidence of knowledge of children's communication skills ● Evidence of ability to communicate effectively with pupils, parents/carers and professionals. ● Good standard of spoken and written English. ● Evidence of good organisational and time management skills. ● Evidence of ability to lead & support others effectively. ● Evidence of an understanding of boundary setting and his experience of pupil behaviour. ● Evidence of ability to work collaboratively with teachers and others. ● Evidence of ability to take responsibility and work with autonomy within set boundaries. ● To be computer literate and able to use ICT in a classroom setting | |
| <p>Personal qualities</p> | <ul style="list-style-type: none"> ● Evidence of a willingness to undertake appropriate professional development. ● Evidence of commitment to the principles of equality and celebrating diversity. | <ul style="list-style-type: none"> ● Training in autism, SEN and behaviour management ● Trained in Manual Handling |

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| | <ul style="list-style-type: none">● Ability to meet physical needs of pupils.● Ability to participate in swimming, PE and physical activities.● Commitment to promoting the school and taking an active part in the wider life of the school.● Commitment to promoting pupil wellbeing and knowledge of safeguarding within a school setting. | |
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