

Job Description

Job Title:	Learning Support Assistant 1:1 SEN Support
Group:	UK Independent Schools
Dept/Project/Service:	Oakfield Preparatory School
Reports to:	Headteacher
Responsible for:	N/A
Usual office base:	Oakfield Preparatory School
Grade:	9

Job Purpose:

To work 1:1 to assist an individual pupil with moderate learning difficulties to fully access the curriculum as directed by the Class Teacher and head of Learning Success (SENCO). The following job description is not exhaustive. It is expected that the learning support assistant will work closely with the Class Teacher, The Head of Learning Success (SENCO) the SLT and Education Development Trust to develop the role to reflect the needs and demands of the post.

Job Objectives:

Supporting learning

1. Ensuring the pupil is able to use equipment and materials provided
2. Motivating and encouraging the pupil(s) as required by providing levels of individual
3. Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc.
4. Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task

5. Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate
6. Providing additional nurture requested by the class teacher or SENCO
7. Consistently and effectively implementing agreed behaviour management strategies
8. Helping to make appropriate resources to support the pupil
9. To establish supportive relationships with the pupil concerned
10. To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
11. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
12. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
13. To mark pupils' work under the direction of the class teacher
14. To support the pupil in developing social skills both in and out of the classroom
15. To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker 6)
16. To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
17. To contribute towards reviews of the pupil's progress as appropriate
18. To take part in training activities offered by the school to further knowledge and skills of working with a child with learning difficulties
19. To be willing to support playground/break time supervision
20. To accompany the teacher and pupils on educational visits

21. To provide individual support, as required, during examination sessions
22. Get to know the child as an individual and their family so you can effectively nurture him or her whilst in your care;
23. To set and keep high standards of punctuality and courtesy and of appropriate dress for self and pupils;
24. To attend assemblies and other formal occasions as required

Professional standards and development

1. Be a role model to pupils through personal presentation and professional conduct;
2. Be familiar with the Staff Handbook and support all Oakfield's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
3. Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;
4. Maintain a working knowledge and understanding of responsibilities relating to all current legislation, including safeguarding to protect children;

Communications

1. Carry out pastoral duties which offer effective care and support for the SEND pupil;
2. Encourage the pupil to take full advantage of the school's extra-curricular programme;

Training & development of self and others

1. Regularly review own practice, set personal targets and take responsibility for own development;
2. To be aware of and play an appropriate part in implementation of all school policies, as described in the Staff Handbook, including regulations relating to safety.

The post holder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Person Specification:

Knowledge

Essential:

- » Demonstrates good literacy and numeracy skills

Desirable:

- » Holds a First Aid Qualification
- » Holds Childcare qualification NVQ Level 3 and relevant experience as a minimum requirement

Experience

Essential:

- » Demonstrates previous experience of working with children in a school or nursery setting
- » Previous experience of working as part of a team

Desirable:

- » Holds previous Primary Teaching Assistant experience
- » Holds previous Independent sector experience

Skills

Essential:

- » Demonstrates good skills in pastoral care, organisation, time management and communication skills

Desirable:

- » Able to use ICT as a tool for themselves and pupils

Competency Band: 4

Key competencies for the role:

Our Values	Key Competency 1	Key Competency 2
Excellence – creating and leading success	Delivering the Vision Understands the vision and their role in the team in delivering excellence	Motivating Others Shows enthusiasm and positivity and recognises the importance of being committed and involved
Integrity – supporting and building trust	Communicating with impact and Integrity Expresses ideas clearly and listens to what others have to say. Asks questions to clarify understanding	Follow through responsibilities Delivers on their responsibilities and can usually be relied upon to do what they say they will do
Accountability – delivering and improving	Developing Self and others Actively pursues learning and self-development, looking for ways to develop their own and others' knowledge and capability	Continually Improving Considers and suggests ideas for improvements to deliver results, sharing this feedback with others in a constructive manner
Collaboration – engaging and partnering	Engaging others to achieve goals Displays enthusiasm around goals, adopting a positive approach when interacting with internal and external stakeholders	Building effective relationships Demonstrates an interest in others and develops a range of contacts outside own team to help get the job done

Job Family: Non-teaching

Education Development Trust is committed to safeguarding and promoting the welfare of children and adults whom we work with and come into contact with around the world. All applicants are subject to thorough screening and for applicable roles, successful candidates are subject to relevant criminal record checks with national police authorities or the UK's Disclosure & Barring Service.

Education Development Trust also participates in the Inter Agency Misconduct Disclosure Scheme and we may request information from relevant job applicants'

previous employers about any findings of sexual misconduct, including harassment, during employment, or incidents under investigation when the applicant left employment. By submitting an application, the job applicant confirms their understanding of these recruitment procedures.