



# FURZE DOWN SCHOOL

## A Specialist School for Communication and Interaction

EARLY YEARS FOUNDATION STAGE | PRIMARY | SECONDARY | SIXTH FORM

### Job Description and Person Specification

<b>Job Title:</b>	Learning Support Assistant
<b>Salary:</b>	Bucks Pay Range 2 (£10.50 - £11.80 per hour)
<b>Hours:</b>	37 hours per week; 39 weeks per year
<b>Reporting to:</b>	Class Teacher/Head of Centre

<b>Job Summary:</b>
<p>The Learning Support Assistant will:</p> <ul style="list-style-type: none"><li>➤ Work with class teachers to raise the learning and attainment of pupils</li><li>➤ Promote pupils' independence, self-esteem and social inclusion</li><li>➤ Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement</li></ul> <p>Work may be carried out within the classroom or outside the main teaching area.</p>

<b>Duties and responsibilities: Teaching and learning</b>
<ul style="list-style-type: none"><li>➤ Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement for pupils with special educational needs and disabilities (SEND)</li><li>➤ Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities</li><li>➤ Use effective stress reduction strategies consistently in line with the school's Behaviour for Learning policy and procedures</li><li>➤ Support class teachers with maintaining a low arousal approach in order to manage pupil's anxiety and stress effectively, to ensure a safe learning environment</li><li>➤ Organise and manage teaching spaces and resources to help maintain a safe learning environment</li><li>➤ Observe pupil performance and pass observations on to the class teacher</li><li>➤ Support the use of ICT in learning activities and develop pupils' competence and independence in its use</li><li>➤ Undertake structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses</li><li>➤ Undertake programmes of intervention, recording achievement and progress and feeding back to the teacher</li><li>➤ Undertake structured and agreed learning activities/teaching programmes, linked to the schools Social and Emotional and Mental Health Curriculum/ Health Curriculum; adjusting activities according to pupil responses.</li><li>➤ Prepare, maintain and use resources required to support the learning activity and assist pupils in their use</li></ul>

<ul style="list-style-type: none"> <li>➤ Supervise a class if the teacher is temporarily unavailable</li> <li>➤ Undertake any other relevant duties given by the class teacher</li> </ul>
<b>Planning</b>
<ul style="list-style-type: none"> <li>➤ Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role</li> <li>➤ Read and understand lesson plans shared prior to lessons, if available</li> <li>➤ Prepare the classroom for lessons</li> </ul>
<b>Working with colleagues and other relevant professionals</b>
<ul style="list-style-type: none"> <li>➤ Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher</li> <li>➤ Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision</li> <li>➤ With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with</li> <li>➤ Collaborate and work with colleagues and other relevant professionals within and beyond the school</li> <li>➤ Develop effective professional relationships with colleagues</li> <li>➤ Provide clerical/admin support for teachers e.g. photocopying, typing, filing</li> </ul>
<b>Support for Pupils</b>
<ul style="list-style-type: none"> <li>➤ Provide support for individuals and groups of pupils, ensuring their safety and access to learning activities</li> <li>➤ Establish positive and supportive relationships with pupils and interact with them according to individual needs</li> <li>➤ Promote the inclusion and acceptance of all pupils</li> <li>➤ Deliver structured interventions following delivery protocols.</li> <li>➤ Record and track delivery of interventions.</li> <li>➤ Record progress towards, Short Term Goals (STGs) and communicate with class teacher.</li> <li>➤ Read and be familiar with pupils EHCPs, Care Plans and One Page Profiles</li> <li>➤ Read and be familiar with planning in order to be prepared for delivery.</li> <li>➤ Scaffold pupils' learning and encourage independence.</li> <li>➤ Encourage pupils to interact with others and engage in activities led by the teacher</li> <li>➤ Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher</li> <li>➤ To support pupils with intimate care needs; to use hoisting equipment, where necessary, attending to individual pupil's personal hygiene requirements. <i>Intimate care includes feeding; administering medicines; dressing and undressing; washing, including intimate parts; helping someone use the toilet; changing nappies; care associated with continence and menstrual management or carrying out a procedure that requires direct or indirect contact to an intimate personal area.</i></li> </ul>
<b>Support for Teachers:</b>
<ul style="list-style-type: none"> <li>➤ Use strategies, in liaison with the teacher, to enable pupils to achieve learning goals</li> <li>➤ Assist with the planning of learning activities, more specifically, to assist with planning to enhance outdoor learning</li> <li>➤ Monitor pupils' responses to learning activities and accurately record achievement and progress as directed; providing detailed feedback to teachers on pupils' achievement, progress or difficulties</li> <li>➤ Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> </ul>

- Create and maintain a purposeful, orderly and supportive environment, in accordance with planned programme of work and assist with the display of pupils' work
- Carry out observations to inform teaching and learning programmes
- Establish constructive relationships with parents/carers
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- Provide ICT support
- Assist in the display and presentation of learning cues and pupils' work inside and outside of the classroom environment as required
- Support Teachers to ensure displays achieve an appropriate level of stimulation in the classroom

#### Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, positive behaviour management, 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, modelling the school's ethos and values at all times
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, during assemblies, On educational visits when Using cloakrooms, changing rooms and toilet areas
- Look after children who are upset or have had accidents

#### Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Maintain confidentiality
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

#### Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision

#### Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

#### Keeping Children and Young People Safe

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

<b>Other Responsibilities</b>
<ul style="list-style-type: none"> <li>➤ To play a full part in the life of the school community, to support its vision and ethos and to encourage staff and students to follow this example</li> <li>➤ To support the school in meeting its legal and statutory requirements</li> <li>➤ To work within and actively promote the school's policies and values</li> <li>➤ To be involved in extended school services</li> <li>➤ Employees will be expected to comply with any reasonable request to undertake work that is not specified in this job description.</li> <li>➤ Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</li> </ul>
<b>PROBATIONARY PERIOD</b>
This post is subject to the requirements of a six month probationary scheme for new staff only

<b>LEVEL OF CONTACT AND RESPONSIBILITY FOR PUPILS:</b>
Furze Down School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff, workers and volunteers to share this commitment. An Enhanced Disclosure and Barring check, references and Fit4Work clearance will be required from the successful candidate.

<b>VALUING DIVERSITY</b>
It is the aim of the School to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, sexual orientation, marital/partnership status, race, religion, age, creed, colour, ethnic origin, disability, part time working status and is not placed at a disadvantage by conditions or requirements which cannot be shown to be justifiable.

<b>HEALTH &amp; SAFETY</b>
All staff must comply with the schools Health & Safety Policies and Procedures. Staff must be aware of the responsibilities placed on them under the Health and Safety at Work Act (1974), and to ensure that agreed safety procedures are carried out to maintain a safe environment for employees, pupils and visitors
All Staff will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

**This job summary is not intended to be exhaustive and it is likely that duties may be altered from time to time in the light of changing circumstances, in discussion with the post holder. This job summary is intended to provide a broad outline of the main responsibilities only. The post holder will need to be flexible in developing the role with initial and ongoing discussions with the designated manager.**

**The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.**

**This Job Description will be reviewed annually as part of the Appraisal process and may be subject to amendment or modification at any time after consultation with the post holder.**

## PERSON SPECIFICATION

Qualifications, Training and Experience	Essential	Desirable
Educated to a minimum of GCSE level or equivalent		✓
Level 2 or 3 Ekklan Complex Needs Accreditation (or willingness to work towards a qualification if not already held)	✓	
Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)	✓	
Degree in psychology recognised by the British Psychology Society <b>Psychology Pathway Post Only</b>	✓	
Successful and varied experience across Post 16, Secondary, Primary or Early Years Foundation Stage		✓
Experience of delivering the curriculum to pupils with SEN, including those who have Communication & Interaction Difficulties		✓
Undertaken OR willing to undertake recent and relevant safeguarding training	✓	
Willing to take responsibility for own professional development through engagement with induction programme and ongoing training	✓	
Skills and Knowledge	Essential	Desirable
Knowledge of guidance and requirements around safeguarding children	✓	
An awareness and understanding of guidance around equal opportunities and inclusion	✓	
Ability to communicate confidently, professionally and sensitively with teachers and therapists; working in partnership to enable children's successful learning	✓	
The ability to remain calm in stressful situations	✓	
Good literacy and numeracy skills	✓	
Good organisational skills	✓	
Ability to build effective working relationships with pupils and adults	✓	
Able to work in a team but use their own initiative	✓	
Able to follow procedures	✓	
Knowledge of how to help adapt and deliver support to meet individual needs		✓
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		✓
Good ICT skills, particularly using ICT to support learning		✓
Understanding of roles and responsibilities within the classroom and whole school context		✓
Personal qualities	Essential	Desirable
Enjoyment of working with children	✓	
Sensitivity and understanding, to help build good relationships with pupils	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
Commitment to maintaining confidentiality at all times	✓	
Commitment to safeguarding pupil's wellbeing and equality	✓	
Highest levels of professional and personal integrity.	✓	
Flexible	✓	
A strong commitment to the personal, spiritual, social and health development of young people.	✓	
Personal resilience, persistence and perseverance.	✓	
Commitment to undertaking training where required	✓	

This job description may be amended at any time in consultation with the postholder.

**Last review date:** [date when this document was last reviewed]

**Next review date:** [date when this document will next be reviewed]

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_