

Job Description & Person Specification

Learning Support Assistant

School Mission: Children and young people at the heart of all we do.

School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Pay range: Kent Range 3 – Kent Range 4

Hours: 33.5 hours per week, Monday to Friday, Term time only

Context

Oakley School is the Tunbridge Wells district co-educational, Special School for day pupils, aged from 2 to 19 years. We operate across 3 sites; our Tonbridge site meets the needs of our Phase 4, Further Education young people (approx. 40 students). On our Tunbridge Wells site we have pupils from age 2 (in our Specialist O&A Nursery) through to 16 (in Phases 1 to 3) (approx. 170 children). We also have a small Satellite Provision at Skinners' Kent Primary School in Tunbridge Wells.

All our pupils have an Education, Health and Care Plan (EHCP). Children who attend the school have a wide range of severe and/or complex needs, with communication and learning difficulties. Children come from a wide range of socio-economic backgrounds, with around 30% eligible for Free School Meals.

Job Description - Principal Accountabilities

1. Encouraging, enthusing and enabling pupils to achieve their full potential through becoming successful learners, confident individuals and responsible citizens.
2. Promote and support children's skills for life and independence.
3. Establishing and maintaining positive relationships with all pupils, by listening, identifying and understanding their needs.
4. Establishing and maintaining good relationships with colleagues, Managers, Teachers, Therapists, other support staff.
5. Establishing and maintaining good relationships with parents and carers.
6. Consulting, managing and working collaboratively, sharing expertise, information, ideas and advice with parents, colleagues, and other professionals, also knowing when to seek help and advice.
7. To have high expectations for all pupils irrespective of, and with respect for, their personal background and special educational needs.
8. To know and take account of the personal, social and emotional needs of pupils when supporting them in accordance with school policy.
9. To support pupils to develop a sense of responsibility and respect for people, resources and their environment.
10. To demonstrate an ability to reflect on, and improve, personal practices by observation, evaluation, training and discussion with colleagues.
11. To support Teachers through participation in planning, preparation of learning resources, assisting the delivery of lessons, recording and evaluation of pupils' progress and supporting pupils' learning and

behaviour according to these plans, demonstrating an understanding of key factors that improve or impede pupils' learning including praise, commentary, encouragement and reassurance.

12. Invigilating for exams and other accreditation.
13. To support the learning experiences of pupils in the school by the competent use of ICT, and carrying out individual programs set by a range of professionals.
14. To learn and understand the basic principles of pupil development, learning and welfare and the importance of appropriate age related expectations.
15. To have sufficient knowledge and understanding of literacy and numeracy to be able to question and prompt pupils to improve their work.
16. Have the ability to accurately record (write) verbal information given by pupils.
17. To learn to implement a variety of support strategies to communicate clear learning objectives and high expectations.
18. To use and implement all school curriculum and management policies including child protection, safe working practice, health & safety and behaviour management policies.
19. To be flexibly deployed in the school and beyond, according to the changing needs of the pupils and the school.
20. To develop, maintain and manage physical resources and displays throughout the school as requested.
21. To supervise individual pupils and groups throughout the school day, including offsite trips, their lunch and breaks.
22. Be a role to the children, exemplifying the School Ethos: Work Hard, Be Kind, Have Fun, Stay Safe.

Person Specification

Qualifications & Experience

➤ Educated to GCSE standard (or equivalent) with grades A to C in Maths and English and a good standard of skills including ICT. (As a routine procedure, all staff must provide evidence of their qualifications claimed on application to the school.)	Essential
➤ Experience of working with children, and knowledge and understanding of children's learning and developmental needs.	Essential
➤ An awareness of Child Protection policy, procedures and safeguarding of young people.	Desirable
➤ Qualifications in the field of childcare, education and SEN (NVQ3).	Desirable
➤ Experience of supporting pupils with SEN in a range of settings and knowledge of a range of SEN and their impact and consequences in the classroom.	Desirable
➤ Experience of working within the caring or education profession in a voluntary or paid capacity.	Desirable

Personal Qualities and Skills

➤ Good interpersonal and effective communication skills with colleagues, parents, outside agencies and children, both individually and in groups.	Essential
➤ A self-motivator with good organisational skills, initiative, optimism, common sense, empathy and a sense of humour.	Essential
➤ Discretion in dealing positively with confidential, sensitive or difficult information and situations	Essential
➤ The ability to follow instructions and accept and act on advice.	Essential
➤ A willingness to improve own performance and undertake further training.	Essential
➤ The ability to work as a member of a team(s) in a variety of teamwork and collaboration roles.	Essential
➤ Commitment to school development, improvement, inclusion and equal opportunities.	Essential
➤ Good level of general physical fitness and agility to carry out the full range of duties for this post.	Essential
➤ Flexibility, the ability to multi-task/work under pressure and demonstrate personal resilience	Essential
➤ An ability to speak English fluently and clearly.	Essential
➤ Suitable to work with children and vulnerable adults.	Essential

Child Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure & Barring Service to KCCs satisfaction. Oakley School is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

Oakley School is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.

Oakley School
Pembury Road
Tunbridge Wells
Kent
TN2 4NE

www.oakleyschool.co.uk

E-mail: office@oakley.kent.sch.uk

Telephone: 01892 823096