

Learning Support Cover Assistant (LSCA)

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

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

Hours: Term time only (39 weeks, including 5 training days). 35 hours per week, working:

Mondays	8.30am to 3.30pm
Tuesdays	8.30am to 4.30pm
Wednesdays	8.30am to 5.00pm
Thursdays	8.30am to 3.30pm
Fridays	8.30am to 3.30pm, with half an hour for lunch each day.

Reporting to: A member of the Leadership Team

Pay Range: Kent Scheme D - £26,393 (FTE)

Job Description

As an LSCA:-

- Provide cover supervision across a range of subjects in the event of teacher absence e.g. due to sickness, training, outreach. Undertake all necessary planning, preparation, recording and reporting.
- Communicate clear learning objectives and expectations to all pupils and all other adults in class and other learning environments, in addition to promoting independent and active learning at all times.
- Use behaviour management skills and strategies to assist in the management of incidents and support for pupils experiencing difficulties.
- Support teachers through planning, preparation, delivering, recording and evaluation of pupils' progress.
- Support and assist teachers in the making and organisation of resources, displays, and other non-teaching tasks.
- Support the learning experiences of pupils in the school and, under the direction of members of the Leadership Team, to carry out class, group and/or individual programs set by a range of professionals, working cooperatively in a range of contexts including supporting individual children, working with classes or groups throughout the school, working with a range of teachers throughout the school, supporting pupils off site.
- When covering as a Class Teacher, to support and monitor pupils learning, welfare, social development and personal care and, in liaison with senior managers to facilitate parent contact when necessary.



- Support transport arrangements and the arrival and departure of all pupils at the beginning and end of each day
- Support out of hours' activities such as parents' evenings by negotiation.

When not covering teaching, as a Learning Support Assistant (LSA):-

- Engage, encourage, enthuse and enable pupils to achieve their full potential through becoming successful learners, confident individuals and responsible citizens.
- Promote high expectations and aspirations for all pupils irrespective of, and with respect for, their personal background and special educational needs.
- Establish and maintain positive relationships with all pupils, by listening, identifying and understanding their needs as learners.
- Know and take account of the personal, social and emotional needs of pupils when managing them in accordance with school policy.
- Challenge, question, support and prompt pupils to improve their work and rate of progress.
- Support and encourage pupils to develop independence, self-confidence and a sense of responsibility, respect for others, resources and the environment.
- Establish and maintain good relationships with Managers, Teachers, other Support staff and Parents.
- 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.
- Accurately record verbal and other communication from pupils.
- Supervise individual pupils and groups throughout the school day, including offsite trips, their lunch and breaks.
- Invigilate for Exams and other accreditation.
- Be flexibly deployed in the school and beyond, according to the changing needs of the pupils and the school.
- Develop, maintain and manage physical resources and displays throughout the school as requested.
- Use and implement all school curriculum and management policies including child protection, safe working practice, health & safety and behaviour policies.

Person Specification

<p>Qualifications & Experience</p> <ul style="list-style-type: none"> - Educated to GCSE (or equivalent) standard with at least a grade C (or equivalent) in English & Mathematics. - Clear competency in the use of Information Technology to enhance pupils' learning and also for personal and school effectiveness. - Practical experience, knowledge and understanding of the developmental, learning and special educational needs of children & young people and their impact and implications in the classroom - Ability to demonstrate the skills required to consistently deliver good or outstanding lessons. - Positive behaviour management skills. - Previous successful experience as a Learning Support or Teaching Assistant - Demonstrate an ability to reflect on, and improve personal practices by observation, evaluation, training and discussion with colleagues. - Relevant training, qualifications and/or experience in the field of education. - Awareness of Child Protection policy, procedures and safeguarding of young people. (As a routine procedure all staff must pass a Disclosure & Barring Service enhanced check (or already be in possession of a current one) and be committed to safeguarding children and young people). - Qualifications in an area of special educational needs 	<p>Essential</p> <p>Desirable</p>
<p>Personal Qualities & Skills</p> <ul style="list-style-type: none"> - Confidence to lead and manage groups and the work of other LSAs in different settings, and work as part of that team in a variety of teamwork and collaboration roles. - Literate and numerate with an ability to speak and communicate clearly. - Good level of general physical fitness and agility with ability to carry out the full range of duties for this post. - Excellent interpersonal and communication skills with children, adults, parents, colleagues, individually and in groups, and outside agencies. - Ability to present information objectively and contribute to reviews and staff meetings. - Good organisational, time management skills and flexibility. - A self-motivator with initiative, optimism, perseverance, resilience and common sense. - Discretion, empathy, emotional warmth, sensitivity and a sense of humour. - The ability to follow instructions and accept and act on advice. - A willingness to improve own performance & undertake further training. - Ability to assimilate and implement knowledge & understanding of school-based systems and requirements with support and guidance. - Commitment to school development, improvement and inclusion and evidence of commitment to equal opportunities. 	<p>Essential</p>

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| <ul style="list-style-type: none">- A commitment to safeguarding and promoting the welfare of children and young people- A commitment to the school's ethos, vision and values- Reflective, self-critical and open with a good sense of humour- Personable and able to relate well to pupils, and staff | |
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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 and Barring Service (DBS) 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.