

Learning Support Assistant (LSA)

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 Scheme B

Hours: Term time only (39 weeks, including 5 training days). 33.5 hours per week, working:

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

Job Description

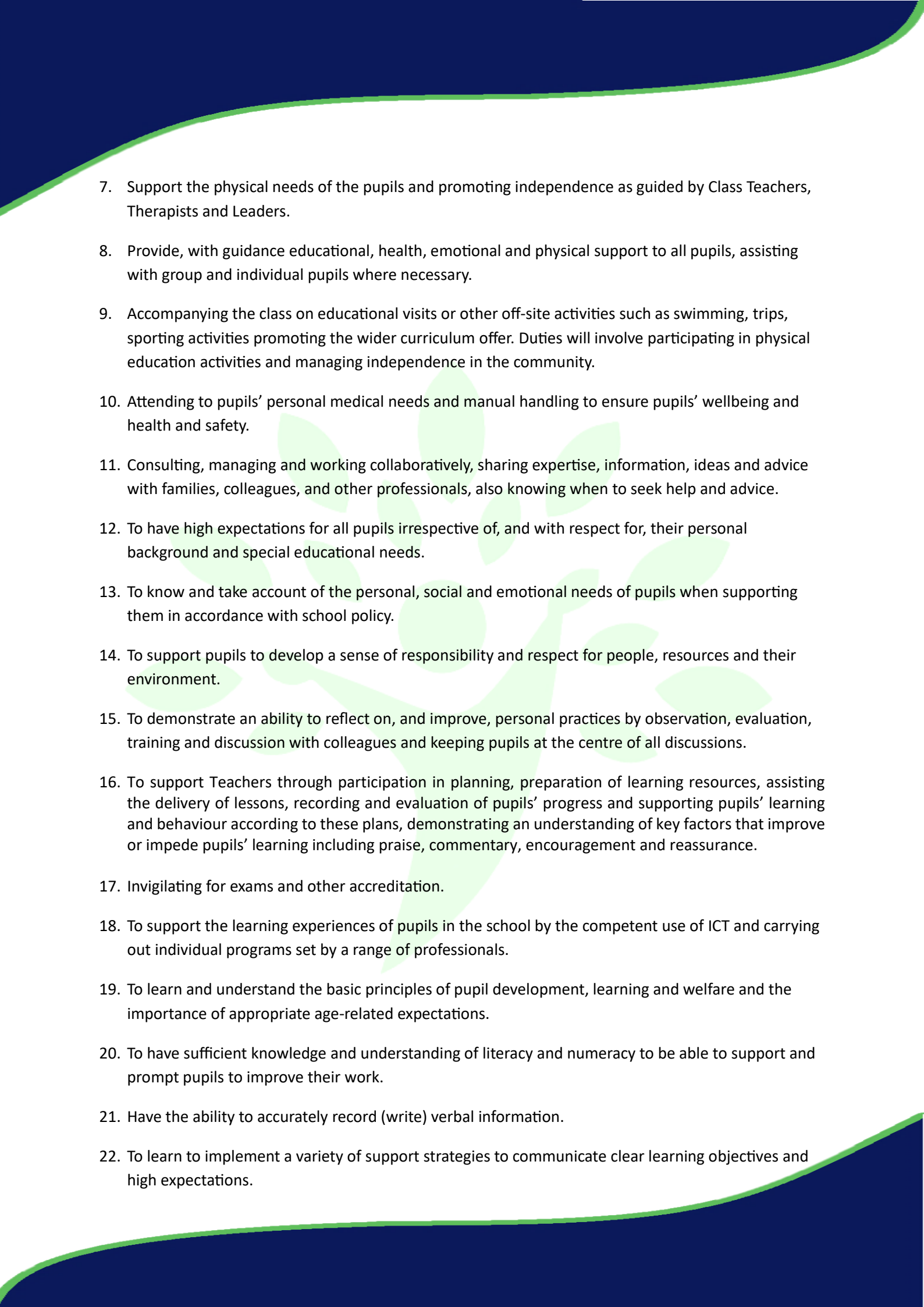
To assist and support the class team, under the direction of the Class Teacher to nurture, Support, develop and educate pupils.

Implement strategies and support the emotional, social, academic and sensory needs of pupils whilst promoting skills for life and independence.

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 pupils skills for life and independence by assisting some pupils with personal care and feeding during mealtimes, support with personal care and hygiene.
3. Establishing and maintaining positive relationships with all pupils, by listening, identifying and understanding their needs whilst sustaining professional and personal boundaries.
4. Establishing and maintaining good relationships with colleagues, Teachers, Therapists, other support staff.
5. Establishing and maintaining good relationships with families. Communicating through appropriate platforms such as Class Dojo.
6. Actively supervising pupils break, lunch and transition times, engaging with pupils and modelling appropriate play, social and leaning activities.



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7. Support the physical needs of the pupils and promoting independence as guided by Class Teachers, Therapists and Leaders.
 8. Provide, with guidance educational, health, emotional and physical support to all pupils, assisting with group and individual pupils where necessary.
 9. Accompanying the class on educational visits or other off-site activities such as swimming, trips, sporting activities promoting the wider curriculum offer. Duties will involve participating in physical education activities and managing independence in the community.
 10. Attending to pupils' personal medical needs and manual handling to ensure pupils' wellbeing and health and safety.
 11. Consulting, managing and working collaboratively, sharing expertise, information, ideas and advice with families, colleagues, and other professionals, also knowing when to seek help and advice.
 12. To have high expectations for all pupils irrespective of, and with respect for, their personal background and special educational needs.
 13. To know and take account of the personal, social and emotional needs of pupils when supporting them in accordance with school policy.
 14. To support pupils to develop a sense of responsibility and respect for people, resources and their environment.
 15. To demonstrate an ability to reflect on, and improve, personal practices by observation, evaluation, training and discussion with colleagues and keeping pupils at the centre of all discussions.
 16. 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.
 17. Invigilating for exams and other accreditation.
 18. 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.
 19. To learn and understand the basic principles of pupil development, learning and welfare and the importance of appropriate age-related expectations.
 20. To have sufficient knowledge and understanding of literacy and numeracy to be able to support and prompt pupils to improve their work.
 21. Have the ability to accurately record (write) verbal information.
 22. To learn to implement a variety of support strategies to communicate clear learning objectives and high expectations.

23. To use and implement all school curriculum and management policies including safeguarding policies, safe working practice, health & safety and positive behaviour management policies.
24. To be flexibly deployed in the school and beyond, according to the changing needs of the pupils and the school.
25. To develop, maintain and manage physical resources and displays within the class and throughout the school as requested.
26. Attend staff meetings, training days and briefings to develop own professional development.
27. 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 & Abilities

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

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.