Post Title	Learning Support Assistant
Salary range/grade	£23,300.00 - £26,000.00
Responsible to	Senior Management Team
Type	Full time, term time only
Base	Parkview Academy - 146-148 Park View Rd, Welling DA16 1SR

Job Purpose

To work as part of the team in supporting and guiding students with learning difficulties/disabilities in both individual and small group learning sessions.

The post holder may work with primary, secondary or Post 16 learners to support and assist them in establishing good attendance, positive relationships, a routine, trust and respect for the environment and the people within it. The post holder will support teaching and learning with the school.

Key Tasks and Activities:

1. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners.
2. To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
3. To work collaboratively with colleagues and seek help and advice when necessary.
4. At all times to be aware of and make every effort to uphold and work towards our ethos of - A-attendance, R-routine, R-respect, R-relationship, T-trust, T-teaching
5. To develop an understanding of the special educational needs of the student/s concerned and how their needs impact upon their ability to learn.
6. To individualise student's access to the lesson and its content through appropriate lesson preparation, clarification, explanations, equipment and materials.
7. To help promote independent learning.
8. To help reinforce learning.
9. To assist students with physical needs.
10. To help students record work in an appropriate way.
11. To develop study and organisational skills.
12. To help keep the students on task and to build motivation.

13. To model good practice.
14. To help build the student/s' confidence and enhance self-este

Teaching and Learning Activities:

a. To support learning activities, that interest and motivate pupils and progress them,
b. To communicate effectively and sensitively with pupils to support their learning.
c. To promote and support the inclusion of all pupils in the activities in which they are involved.
d. To use behaviour management strategies, in line with the centre's policy and procedures, which contribute to a purposeful learning environment.
e. To advance pupils' learning in a range of settings, including working with individuals and small groups.
f. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
g. To assist and support the learning activities, enhance the physical teaching space and promote the use of resources.

Planning and Expectations

Within the guidelines set by the senior management team, teachers and assistant teachers:

1. To prepare students beforehand for a task.
2. To work on differentiated activities with identified individuals or groups.
3. To support the teacher in implementing specific teaching programmes.
4. To supervise practical tasks.
5. To be involved in keeping records to evaluate student progress including IEPs, PHP's, risk assessments, B-Squared, assessments etc.

Monitoring and Assessment

1. To support pupils' progress through providing feedback on portfolios.
2. To support in the monitoring of pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to Assistant Teachers and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To be assisted in developing an understanding of the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
2. To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
3. To know the key factors that can affect the way pupils learn.

4. To have achieved a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
5. To be fully aware of the statutory frameworks relevant to their role.
6. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
7. Via support from the behaviour specialist, can deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
8. To work as part of the team liaising, advising and consulting where appropriate.
9. To support and adhere to school policies and procedures, including those relating to confidentiality, behaviour and safeguarding.
10. To identify personal training needs and to attend appropriate internal and external in-service training.
11. Any other tasks as directed by the senior management team or specialists which fall within the purview of the post.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT philosophy.
2. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
3. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
4. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP School's duty rota as directed

Key Performance Indicators

1. Student and parent/carer level satisfaction.
2. Progress of the learner(s) you work with
3. Willingness to learn and develop an understanding of the curriculum, learners needs, policies and teaching practice.

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.

2. Be a significant presence and role model for students and staff and to meet fully the school's dress code.

3. Follow and where appropriate enact all relevant college policies, procedures and guidelines and those agreed by the Partnership.

4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.

2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.

3. Expenses will be paid in accordance with the school's policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Equality and Diversity Statement

Pierview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

• To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)

• Achieved a minimum of a Level 3 qualification or equivalent (D)

Experience

• Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN). (E)

• Experience of working with clear guidelines, procedures and adhering to child protection (E)

• Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)

• Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)

• Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

Willingness to complete 'outreach' work if/when needed (E)

Experience of completing 'outreach' work if/when needed (D)

Knowledge, Skills and Abilities

• Willingness to keep up to date in subject knowledge and national developments (E)

• Good Knowledge of special educational needs and disabilities (E)

• Ability to plan and tutor effectively using a variety of strategies. (E)

• Excellent interpersonal skills with both adults and children. (E)

• Willingness and ability to work as part of a team. (E)

• Ability to communicate effectively both verbally and in writing. (E)

• Ability to prioritise and organise own work. (E)

• Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)

• Knowledge of Health and Safety procedures and their application. (D)

• Proactive approach to problem solving (D)

• Ability to work flexibly in a rapidly changing environment (D)

• Strong understanding of youth and wider community issues (E)

• Computer literate (Word, Excel, Outlook and internet) (E)

• Excellent interpersonal skills, inc active listening (E)

• Strong organisational, planning and time management skills (E)

• Excellent written and communication skills (D)

• Knowledge of social media (D)

<u>Personality and Social Skills</u>

• To have a ‘can do’ philosophy (E)

• To enjoy working with young people. (E)

• To be flexible, energetic, adaptable and have the ability to use initiative. (E)

• To identify and develop opportunities (D)

•To carry out professional duties in a positive, helpful and courteous manner. (E)

• To have high aspirations and expectations for their students and themselves. (E)

• Committed to raising standards and continuous improvement. (E)

• To be dedicated to the progression of the students, the school and themselves (E)

• An empathetic nature (E)

• Mature and professional approach to vulnerable people, families and other professionals. (E)

• Ability to maintain confidentiality in the light of handling sensitive information (E)

• Good communication and social skills, with a good sense of humour (E)

• Ability to work flexibly regarding time and location and meet deadlines (E)

• Ability to cope with difficult interpersonal behaviour and language (E)

• Demonstrate a consistent and positive attitude to challenges (E)

Other Factors

• Full and current driving licence with use of a vehicle for work (D)

• Willingness to drive a company vehicle (D)