



HOLMEWOOD HOUSE SCHOOL

Barrow Lane, Langton Green, Tunbridge Wells, Kent, TN3 0EB
Telephone: 01892 860000 Website: www.holmewoodhouse.co.uk



I:1 SEN Learning Support Assistant (Prep School) - Autism

6 month Fixed Term Contract

About Holmewood House School

Holmewood House is a prestigious independent Prep School of 440+ pupils aged 3-13 years, set amidst 30 acres of the most beautiful Kent countryside, just outside Tunbridge Wells. The School is a happy and supportive working environment, where we pride ourselves on the exceptional provision for our pupils and staff in all areas.

Holmewood House provides a broad, well-balanced curriculum with outstanding teachers in what is very much a family school where the positive relationships between the teachers and children allows staff to get to know and understand the individual needs of each and every child. They foster their talents and nurture their growth through a challenging and exciting curriculum.

The school wholeheartedly believes that emotional and social well-being, self-esteem, happiness and confidence are of prime importance and are in themselves inextricably linked to academic progress. Staff are excited by the curiosity and thirst for learning that each child, regardless of their ability, naturally displays. They work hard to allow each child to ask

why, to query and to have the time to develop their thoughts into fresh discoveries and innovations and, in doing so, overcome the challenges faced. The end result is the celebration of learning – a reward in its own right!

The wonderful environment and outstanding facilities provide a strong framework upon which the ethos of ‘allowing children to be children’ can be achieved. Childhood is full of exciting new experiences which, parents and teachers relive, through the eyes and laughter of the children.

The relationship between home and school is of fundamental importance in ensuring every child is surrounded by the love, care and guidance which they require as they make their way through their educational journey. In short, the partnership allows the children to enjoy the most important journey of all: childhood.

For further information about Holmewood House please visit our website
www.holmewoodhouse.co.uk

The Role

This role will involve working with a specific pupil in Year 4 of the Prep School, to provide 1:1 support in the school environment, ensuring the educational and social needs of the pupil are met, in accordance with their educational and Healthcare Plan.

Reporting Line: Head of Learning Strategies (SENCO)

Requirements

The role will be supporting a pupil on a 1:1 basis in year 4.

This is a 6 month Fixed Term Contract role working on a full-time basis, whilst the school is in session which includes staff INSET days. Specific hours of work will be agreed with the successful candidate.

Roles and responsibilities

This role will involve supporting an autistic pupil in the classroom, under the guidance of specialist subject teachers, by facilitating access to the curriculum, initiating ways of differentiating a task in order to allow the pupil to demonstrate their true potential.

In keeping with the guidelines of the Education and Healthcare Plan, support will also be provided outside of the classroom to facilitate positive interaction with peers.

We support the view that ‘All teachers are teachers of children with special needs’. A candidate will need to be committed to assisting all staff in their endeavour to maximise the opportunities for the child to realise their potential and to become an independent learner.

The role would suit an individual who can work closely with both pupils and staff in the classroom on a daily basis. This could include preparing and utilising individual work as part of an intervention plan. It is important to understand the balance between support, scaffolding of a task and when to allow a pupil to work independently.

We are looking for someone who has experience of special needs, with a good understanding and prior involvement with pupils with Autistic Spectrum Disorder, alongside practical experience of working closely with classroom teachers.

You will be required to:

Whole curriculum

- Understand the Code of Practice
- Have knowledge of Prep curriculum and be prepared to source additional information as necessary
- Have working knowledge of the SEN Disability Act 2001 which relates to disabled pupils and the notion of taking 'reasonable steps' to promote a pupil's learning

Pupils

- Be familiar with the School Pastoral Care Policies and other Prep policies
- Be sensitive to positive relationships between pupils
- Promote the general progress and well - being of individual pupils and groups of pupils assigned to you
- Anticipate needs of a pupil and liaise closely with staff verbally and/or on paper/ e-mail
- To supervise the pupil at break times as required

Teaching Strategies and Techniques

- Knowledge of strategies to promote personal learning
- Knowledge of strategies which increase the extent to which pupils (including pupils with SEN) can participate in the WHOLE school curriculum
- Follow work plans approved by the teaching staff, provide direct support for the learning of the individual pupil, to achieve defined targets in their Education Health Care Plan (EHCP)
- Understand and promote various levels of intervention including scaffolding and extension tasks
- Support the emotional and educational development of the pupil, utilising any specialist resources to assist this
- Having high expectations and ambitions for the pupil

Assessment and Recording of Pupils' progress

- Assisting with the assessment by the teacher of the individual pupil's development through observation, creation and retrieval of records, discussion with colleagues and teachers, under the guidance of the Head of Learning Strategies
- To provide both verbal and written contributions to report writing
- To attend any meetings arranged for any of the purposes described above
- Report any concerns about progress, identifying solutions, to the teacher and Head of Learning Strategies
- Promoting effective pastoral care, under guidance, and liaising with colleagues to provide records to form the basis for home/school liaison and contacts with other agencies
- Support the pupil during exams by invigilating extra time, the use of a laptop and/or reading and/or scribing

- Involvement in the review and transition arrangements for the EHC plan

Administration

- Keep clear daily records of in class support provided
- To maintain pupil profile records using the school's database and/or online tool
- Be able to feedback any important points daily via e-mail or verbally as appropriate
- Prepare additional resources as and when required
- Support in the observation of the pupil using the ABC analysis (antecedent, behaviour, consequences)

Key attributes for the role

- To work in a team and be able to reflect on advice and suggestions made by colleagues
- To both work under the direction of Head of Learning Strategies and class teachers, but also be proactive and work using own initiative where appropriate
- To anticipate needs of the individual pupil and act on these as appropriate
- To display positive and professional communication skills with both staff and pupils
- The ability to inspire, motivate and support pupils and colleagues
- To attend regular Learning Strategies meetings and play an active role in the dissemination of knowledge to other members of staff as appropriate
- To be a positive role model towards the Holmewood House community
- To have high, but reasonable expectations towards the behaviour of all children in the school and to follow the school's policy on this area effectively
- Positive rapport with pupils and personal warmth to gain the confidence of pupils, staff and parents
- Work in a holistic way, embracing an individual's emotional, social and educational needs, reflecting our school values (Kindness, Self-Belief and Aspiration)
- Ability to exercise discretion and confidentiality

Key Professional Skills

- Experience of supporting children who have additional needs, in this instance, Autistic Spectrum Disorder. This may include supporting pupils with EHC plans
- Familiarity with the needs of pupils with learning differences would be an advantage
- Understanding of the SEND Code of Practice 0-25 (2014)
- Strong organisational, administrative and ICT skills
- Knowledge and understanding of behaviour management strategies
- Understanding of the importance of confidentiality of sensitive information
- Evidence of being able to work effectively within a team
- High levels of personal and professional integrity
- To participate in the school's performance and development process
- To attend school Inset as appropriate.
- To engage in wider school activities as required, e.g off site trips, Speech Day, Sports Day etc.
- To support the class teacher in maintaining good order and discipline of the pupils in your care.

- Prepare for lessons and carry out tasks to assist with the smooth running of a busy class.
- Respect confidentiality of our pupils as you will have access to sensitive information relating to pupil needs which must be managed sensitively.

Whilst every effort has been made to outline the main duties, responsibilities and requirements of the role the list is not exhaustive and the successful candidate will be required to undertake different tasks as necessitated to meet the changing needs of the school environment and the professional development of staff. This job description may therefore be subject to amendment.

Salary

A competitive salary will be offered depending on the skills and experience of the successful candidate and the exact hours of work agreed.

Pension & School Benefits

In addition to a competitive salary, the successful candidate will be offered a range of benefits including an employer contributory pension, free parking, term time only working and free lunch/refreshments.

Start date

For immediate start.

This role will be for a 6 month fixed term period until the end of this academic year.

Offer

The successful applicant will be offered the role subject to the satisfactory completion of a number of background checks including but not limited to; an enhanced DBS check, the taking up and verification of references, the verification of career history and fitness to undertake the role.

Safeguarding

Holmewood House is committed to promoting and safeguarding the welfare of children. All staff are required to adhere to and ensure compliance with the School's Safeguarding policies at all times.

The school adopts a rigorous safer recruitment process which is adhered to in the appointment of all new members of staff. As part of the safer recruitment process, all applicants must be willing to undergo child protection screening appropriate to the post including, but not limited to, checks with past employers and an enhanced Disclosure and Barring Service (DBS) check.

Application

If you wish to be considered for this role, please complete an application form and email to:
admin@holmewoodhouse.co.uk

CVs can also be submitted as supporting information to the application form.

The closing date for applications is Tuesday 25 January 2022 however, interviews for short-listed candidates will take place prior to the closing date. If you would like more information on the role or require a hard copy application form please contact Louise Edmonds on 01892 860000.