RED KITE
LEARNING TRUST

ROLE PROFILE

#RKLTPeople

Nurturing Ambition, Inspiring Excellence

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.

RED KITE LEARNING TRUST

www.rklt.co.uk/careers

*In our Trust we will consider requests for **flexible working** at the recruitment stage. For many roles some flexibility is possible. We can't promise to give you exactly what you want, but we do promise to have an open discussion and give careful consideration to your preferences.

Job Title:	Learning Support Assistant - EYFS	**School:**	Western Primary School
Salary Grade:	Band 4 SCP 2-4	**Working Hours:**	32.5
Contract Type:	Fixed Term	**Location:**	Harrogate

Responsible to: Headteacher

Role summary: This role involves supporting the class teacher in delivering high-quality learning and care within the Early Years Foundation Stage. The successful candidate will help create a nurturing, play-rich and stimulating environment where young children can explore, develop independence and build early communication, social and learning skills. Working closely with individual children and small groups including those with SEND, the role includes modelling positive interactions, supporting routines and contributing to observations that inform children's next steps. The post also requires effective communication with parents and colleagues, a flexible and collaborative approach and the ability to work as part of the wider EYFS team.

Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

Role specific responsibilities:

- To support children consistently whilst recognising and responding to their individual needs. Interact with children in a manner that supports the development of their ability to think, learn & develop
- To encourage children of all ages to interact and work co-operatively with others and engage all children in activities
- To establish productive working relationships with children, acting as a role model and setting high expectations
- To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher
- To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person
- Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested
- Observe a child's behaviour, understand its context and notice any unexpected changes – to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices
- To encourage children of all ages to interact and work co-operatively with others and engage all children in activities

- To contribute to a programme of activities that meet the individual needs and interests of children in conjunction with other team members
- To make assessments and keep records of your key children's development, and future developments of all key children, to share with parents, carers and other key adults in the child's life as appropriate

All colleagues, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
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Ability to communicate and influence effectively with colleagues at all levels	*	
A commitment to our mission and values demonstrated by current practice	*	

Working in a classroom environment or appropriate experience working with children in an education setting	*	
Have an enthusiasm for and an active interest in children's learning and play	*	
Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents	*	
An understanding of the strategies that can be used to reduce the barriers to learning	*	
Willingness to undertake training	*	
Effective written and oral communication and organisation	*	
Qualifications, Knowledge and Experience	**Essential**	**Desirable**
Degree Level Qualification	*	
Experience of delivering evidenced based interventions and accelerated learning	*	
A level 2 or 3 qualification relevant to Early Years	*	
Working knowledge of relevant policies, codes of practice and legislation.	*	
Knowledge of and committed to behaviour management techniques & child protection / health and safety policies & legislation.	*	
Working knowledge of national curriculum and other relevant learning programmes/strategies	*	
Safeguarding and Promoting the Welfare of Pupils	**Essential**	**Desirable**
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	