

The Chiltern School

Learning Support Assistant Level 2

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	NJC Level 2A (SEN) Point 4-5 / £19,261.28 - £19,565.66 per annum actual
Working Hours	32.5 hours per week, term time only plus 5 inset days

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Job Purpose
<p>You will provide support for the teacher to lead child centred learning to promote child development, good outcomes and ensure pupil safety.</p> <p>You will work with small groups or individual pupils to promote inclusion</p>
MAIN RESPONSIBILITIES
Support for Pupils
Under the guidance of the class teacher, to support pupils in all aspects of their learning and ensure access to the curriculum.
Lead learning activities to small groups and individuals as directed.
Promote and support the inclusion of all pupils in the learning activities in which they are involved.
Promote positive behaviour and attitudes through high expectations and a trauma informed approach
Assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Group Leader.
Assist with school transport at the beginning and end of the day, ensuring that pupils enjoy a safe journey to and from school.
Be able to use school data management systems such as SIMS and Google Drive, in line with school policies and procedures
Under guidance from a range of therapists ensure pupils' therapeutic needs are integrated into the school day.
Develop leisure opportunities and supervise pupils at unstructured time to support the development of communication, physical development, social relationships and interaction skills.
Attend to the personal care needs of pupils. This may include toileting, other hygiene needs, help with dressing and/or assisting with feeding as required. Promote all aspects of learning around meal times including collecting meals and making choices, carrying equipment, using cutlery (including specialist equipment).
Support for Teachers

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Working under the direction of a teacher, support pupils learning by adapting and developing learning opportunities.

Contribute to the implementation of Personal Support Plans (PLP).

Support assessment of learning by using Evidence for Learning, capturing and uploading evidence.

Efficiently prepare, maintain and use classroom teaching materials and equipment, setting the classroom up at the start of the day under the direction of the teacher.

Ensure the classroom environment is kept tidy and organised, support with class displays and organisation of the general school environment

Maintain a positive classroom ethos

Support for the Curriculum

Develop your knowledge of the curriculum and contribute ideas to develop pupils' learning and skills.

Support learning through the development and production of resources and materials.

Training Expectations and Support for the School

Make a commitment to your own professional development, undertaking training and development, identifying your own gaps in learning.

Complete mandatory training as required and attend staff meetings as part of directed time and as contract dictates

To undertake training in order to implement school policies and procedures including being competent on school ICT platforms, including:

- Health and safety
- Child development
- Manual handling and lifting
- Team teach
- CATHS Approach (Makaton, PECS and BSL)
- Current SEND practice
- SIMS
- Google Drive

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- Evidence For Learning
- National College
- Smartlog

Work collaboratively with colleagues as part of a professional team.

Assist in the general efficient operation of the school.

Maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information, being aware of the professional boundaries and GDPR.

Undertake and contribute to the risk assessment of the environment and activities, ensuring that pupils and staff are safe.

Adhere to the Child Protection and Safeguarding Policies.

Participate as a member of the school community in promoting the work of the school.

Undertake any other duties of a similar level and responsibility as may be required from time to time.

Safeguarding Children

CONTEXT:

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be

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willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Person Specification			
Methods of assessment	Essential/ Desirable	Application	Interview
Qualification, Education and Training			
Pass in English/Maths GCSE or equivalent at Level D or above.	E	X	
NVQ level 2 or equivalent	D	X	
Training in autism and SEND	D	X	
Training in Trauma Informed Practice	D	X	
Training in Manual Handling	D	X	
First Aid at work qualification	D	X	
Experience and Knowledge			
Demonstrable experience of working with children in a school.	E	X	X
Demonstrable experience of working with children in a SEND school	D	X	X
Knowledge of planning and development of educational activities.	D	X	
Evidence of understanding educational needs of children	E	X	X

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Evidence of an understanding of Health and Safety issues of working with pupils	E	X	X
Good standard of spoken and written English and be able to communicate effectively with pupils and parents/carers.	E	X	X
Skills and Abilities			
To be computer literate and be able to use ICT in a classroom setting.	E	X	
Evidence of ability to teach programmes and learning activities to small groups and individuals as directed.	E	X	X
Evidence of ability to contribute to the planning and development of educational activities.	E	X	
Evidence of ability to develop and extend learning opportunities for pupils based on prior learning.	E	X	
Evidence of an ability to work collaboratively with teachers and others.	E	X	
Evidence of an ability to take responsibility and work with autonomy within set boundaries.	E	X	X
Ability to use ICT to develop and deliver learning activities	D	X	
Ability to meet physical needs of pupils.	E	X	

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Ability to participate in swimming, PE and physical activities.	E	X	
Values and Behaviours			
Evidence of a willingness to undertake appropriate professional development.	E	X	
Evidence of commitment to the principles of equality and celebrating diversity.	E	X	X
Commitment to promoting the school and taking an active part in the wider life of the school.	E	X	X
Commitment to promoting pupil wellbeing and knowledge of safeguarding within a school setting.	E	X	X