

### **Job Description**

**Job title: Learning Support Practitioner**

**Reports to: Line Manager, Deputy Headteacher, Headteacher**

**Responsible for: n/a**

**Pay Scale: Scale 4, Point 7 to 10**

### **Overall Job purpose:**

- The purpose of this job description is to identify generic and specific individual responsibilities in order for the employee to participate at Horizon Academy, in a full and effective way.
- This job description takes into account the contract agreed between Compass Eko and the job holder. It relates to the professional and representative role that the job holder has within Eko Trust.
- It will reviewed at the beginning of each academic year or sooner if necessary
- The job description will be referred to by the job holder and the team leader during the Staff Appraisal process.
- The job description is not intended to restrict an individual's participation, especially in activities carried out voluntarily.

### **Principal Duties and Responsibilities**

#### **Purpose**

- To commit to Compass Eko vision, values and mission and support all staff and pupils in following this example.
- To follow and promote the school's policies, especially The Early Help, Safeguarding and Child Protection policy.
- To support teaching staff to implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils with SEND.
- To provide support for pupils, teachers and the school to raise standards and attainment of pupils.
- To assist teaching staff in providing a wide experience of learning opportunities that ensure each pupil meets their full potential.
- To provide, as necessary, individual support to pupils within an educational setting.

## **General Duties**

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Line Manager.
- To undertake annual mandatory and statutory training as directed by the Trust or School.

## **Operational**

- To assist teaching staff to plan and prepare lessons and resources within the school curriculum and schemes of work.
- To contribute to whole school planning and curriculum activities.
- To contribute to whole school planning and delivery of extra-curricular activities.
- To assist in the development and implementation of individual pupil programmes and lessons.

## **Curriculum**

- To ensure a range of teaching strategies are implemented to support the school's strategic objectives and relevant to individual's needs.
- To assist in the process of curriculum development to ensure the continued relevance to the needs of the pupils.
- To keep up to date with local and national curriculum developments, initiatives and current methodology.
- To support the curriculum through participation in enrichment activities.
- To support break times and lunch times.

## **Professional Development**

- To take part in school training and professional development with a commitment to acquiring additional SEND education knowledge and expertise.
- To actively engage in the Performance Management Review process.
- To work and contribute as a member of a designated team and to contribute positively to effective working relations within the school and multidisciplinary teams.

## **Communications**

- To communicate effectively and positively with all staff colleagues and to adhere to the school policy, where appropriate, communicate and cooperate with persons, professionals or bodies outside of school.
- To communicate effectively and purposefully to parents and pupils as appropriate.
- To support the role of families as partners in supporting their child with SEN.

## **Teaching and Learning**

- To assist teachers to undertake appropriate programmes of teaching.
- To assist in the teaching of pupils according to their educational needs, including the planning, implementation and assessment of pupils' work and progress.
- To assist in delivering additional learning plans for individual pupils such as therapy programmes or sensory integration programmes.
- To assist in recording the attendance, progress, development and attainment of pupils and keep records in line with school policy and practice.
- To contribute to reports (where necessary) for pupils' statutory assessments, annual reviews, transitions and individual programmes.
- To ensure the core areas of learning are reflected in the pupil's daily teaching and learning experiences.
- To ensure high quality of teaching and learning experiences for all pupils that meets with the internal and external quality standards.
- To organise, prepare and update, where necessary, subject materials and resources in classes and shared areas of the school.
- To use a variety of delivery strategies and methods that will stimulate and support learning appropriate to the individual's needs.
- To maintain discipline in accordance with the schools' procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To share good practice with others and support the school's policy on monitoring the quality of teaching and learning and overall classroom practice.

## **Pastoral**

- To promote the general well-being and pastoral care of individual pupils and liaise with staff when appropriate.
- To encourage pupil attendance in lessons and encourage pupils to be full participants of the school community and aspects of school life.
- To evaluate and monitor the emotional well-being of pupils.
- To follow the school behaviour policy and implement accordingly.
- To communicate as and when appropriate, with parents, professionals or bodies out of school concerning the welfare of individual pupils.
- To contribute to the development and teaching of the PHSE and citizenship curriculum.

## **Safeguarding**

- To be responsible for promoting and safeguarding the welfare of all children and young people in the school.

## **General Duties**

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements

- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher
- To undertake annual mandatory and statutory training as directed by the Trust or School.

### **Developing self and working with others**

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

### **Scope**

The post-holder will be based at one of the Trust schools and may be expected to work across the Trust, travelling from time to time to other school sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

### **Safeguarding**

Compass Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

## Person Specification for the post of Learning Support Practitioner

Horizon Academy

Eko Trust

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:- A) Short listing by the selection panel, B) Interview by selection panel.

	<u>Factor</u>		<u>Requirement</u>	<u>Tested</u>
1	Education, Training and Qualification:	1	Competent English and Mathematics skills assessed through a standard test, IT skills	A/I/Test
2	Experience:	1	Experience of working in a primary setting with children, including liaising with parents.	A/I
		2	Able to demonstrate experience of dealing sympathetically and constructively with other adults.	A/I
3	Knowledge and Understanding:	1	Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community.	A/I
		2	Demonstrate an understanding of the role of the teacher, and their own role, in relation to teachers, other support staff, and pupils.	A/I
		3	Demonstrate knowledge and basic understanding of literacy and Numeracy.	A/I/Skill Test
		4	Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular.	A/I
		5	Demonstrate awareness of how pupils learn and the factors that affect their progress, including behaviour	A/I
		6	Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs.	A/I

4	Commitment to and understanding of:	1	The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education.	I
		2	The promotion of community involvement in the school in order to raise achievement.	I