



# LEARNING SUPPORT ASSISTANT Band 2

## Part Time, Permanent

### Job Advert



**Small enough to care,  
big enough to deliver a positive impact**



## **Seaton Valley Federation of Schools**

Prospect Avenue  
Seaton Delaval  
Tyne and Wear  
NE25 0BFW  
0191 237 1505

### **LEARNING SUPPORT ASSISTANT (Band 2)**

Band 2: Scale Points 3 to 4 £24,796 to £25,185 (£16,916 to £17,182 pro-rata)

Permanent

30 hours per week, Term Time plus one day

#### **Small enough to care, big enough to make a positive impact**

We want every student at the Seaton Valley Federation of Schools to have a great, inclusive education. Following recent internal promotions, we are expanding our Learning Support Team. We are hiring staff to help students with Special Educational Needs and Disabilities (SEND) at Seaton Valley High School, Seaton Sluice Middle School, or Whytrig Middle School.

We are looking for Band 2 Learning Support Assistants to join our growing team. Working under the guidance of the school SENCo, you will help students reach their personal targets and support an inclusive, high-quality curriculum. You will be dedicated to ensuring every student gets the support they need to reach their full potential.

Ideally, you will hold 5 GCSEs at grades A\*–C (or equivalent), including English and Maths. A Teaching Assistant or Special Educational Needs qualification is desirable. You should also be able to build strong, positive relationships with students, staff, parents, and other professionals.

The role will be working five days per week, term-time plus one training day at the start of the school year. It is expected that your initial working hours will be Monday and Friday 8.35am to 3.05pm, with a 30 minute lunch break each day, although this working pattern may change from time to time to meet the operational needs of the schools.

As a relatively small school, Seaton Valley High School benefits from a strong sense of community where every student is known and valued. Students embrace our core expectations: be ready, be respectful, be safe. These values are deeply embedded in everyday school life and help create a calm, respectful, and purposeful learning environment where all students can thrive.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

## How To Apply

Please visit [www.svf.org.uk/vacancies](http://www.svf.org.uk/vacancies) to apply for this post.

Please read through all of the information on the role including the job Advert, Job Description & Person Specification along with the Candidate information pack.

Click on the link to apply, this will take you to mynewterm, our application portal, where you will be able to complete an application form online.

Deadline for applications is 9am Monday 24th August

Please note that we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

# Job Description

## NORTHUMBERLAND COUNTY COUNCIL JOB DESCRIPTION

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| <b>Post Title:</b> Learning Support Assistant (Band 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>School:</b> Seaton Valley Federation |
| <b>Payscale:</b> Band 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date:</b> May 2024                   |
| <b>Director/Service/Sector:</b> Children's Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>JE ref:</b> S1253                    |
| <b>Responsible to:</b> SENCO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Responsible for:</b> N/A             |
| <b>Job Purpose:</b> To enable access to learning for students with learning support needs to help them achieve their full potential and to provide general support for teaching and learning, as required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                         |
| <b>Duties and key result areas:</b> <p>The postholder may be deployed to work in a variety of settings across the Seaton Valley Federation, including working 1:1 or with small groups within a classroom setting, intervention programmes/clubs outside of timetabled lessons (including breakfast/homework/activity clubs) or to provide general support within a lesson that may include SEND students.</p> <b>Support for Pupils</b> <ol style="list-style-type: none"><li>1. Have up to date knowledge of individual pupils' Education, Health and Care Plans or equivalent assessment Needs. Use appropriate support strategies to enable students to have access to the curriculum.</li><li>2. Have up to date knowledge of current and target levels/grades for relevant pupils and know how to support pupils in meeting their targets.</li><li>3. Where appropriate, support other pupils who have learning support needs.</li><li>4. Supervise and support students in their access to learning.</li><li>5. Establish good relationships with students, acting as a role model and responding to the needs of each individual Student.</li><li>6. Actively promote inclusive practice within all settings and encourage students to act independently as appropriate.</li><li>7. Follow guidelines with reference to special arrangements in external/internal examinations and statutory tests and support by acting as reader, scribe, prompt etc.</li><li>8. Follow agreed individual programmes of work for specified 1:1 lessons or small group interventions.</li><li>9. Contribute to preparation of reports for individual students (e.g. EHCP Annual Review or equivalent, School Report)</li><li>10. Attend reviews, multi-disciplinary meetings etc for SEND students as required.</li><li>11. Support the social and emotional wellbeing of vulnerable students and assist other colleagues with appropriate Strategies.</li><li>12. Where required, support the physical wellbeing of students including ensuring health and safety risks are managed, accessing first aid assistance etc.</li></ol> <b>Support for Teachers</b> <ol style="list-style-type: none"><li>1. Participate in joint planning with relevant teachers to enable support to be best deployed.</li><li>2. Where appropriate, liaise with relevant teachers to create differentiated resources.</li><li>3. Manage pupil behaviour to facilitate learning of all students in accordance with relevant policies</li><li>4. Withdraw, under the direction of the teachers, individual students or small groups of students for specific intervention to meet learning objectives.</li><li>5. Provide feedback to teachers on student progress and any areas of concern.</li><li>6. Support the assessment and tracking of pupil progress and attainment including maintaining records as necessary.</li></ol> <b>Support with the Curriculum</b> <ol style="list-style-type: none"><li>1. Maintain a working knowledge of curriculum in relevant Key Stages depending on deployment to support students to access the curriculum.</li></ol> |                                         |

2. Support pupils in their use of IT as required.
3. Prepare, maintain and clear away equipment and resources, photocopy materials and assist with display in classrooms.

#### **General Responsibilities**

1. Be aware of and comply with policies and procedures relating to safeguarding of children/vulnerable adults, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the development and implementation of the overall ethos/work/aims of the federation.
5. Develop constructive relationships and communicate with other agencies/professionals.
6. Participate in training and other learning activities and performance development as required.
7. Recognise own strengths and areas of expertise and use these to advise and support others.
8. To undertake other duties and responsibilities that can be reasonably expected of and are relevant to the level and nature of the post.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the Federation's procedures to report any concerns you may have regarding the safety or well-being of any child or young person. The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

# **Person Specification**

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| <b>Post Title:</b> Learning Support Assistant (Band 2)                                                                                                                                                                                                                                            |                                                                                                                                                                                                 | <b>School:</b> Seaton Valley Federation |
| <b>Essential</b>                                                                                                                                                                                                                                                                                  | <b>Desirable</b>                                                                                                                                                                                | <b>Assess by</b>                        |
| <b>Education / Training Qualifications and Knowledge</b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                 |                                         |
| Good numeracy and literacy skills including NVQ Level 2 qualification in Maths and English (or equivalent)<br>General awareness of SEND Code of Practice and Education Health and Care Plans<br>Awareness of first aid and health/safety<br>Understanding of how to safeguard vulnerable students | 5 A* – C at GCSE (or equivalent)<br>Achieved or undertaking a Teaching Assistant or Special Needs Support qualification<br>First Aid Qualification<br>Achieved or undertaking ICT qualification | A, I, O, R                              |
| <b>Experience</b>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |                                         |
| Experience of working with children of the relevant age.                                                                                                                                                                                                                                          | Recent experience of working with children with additional needs within relevant Key Stages<br>Report writing and record keeping<br>Working in a 1:1, small group and classroom environment.    | A, I, R                                 |
| <b>Personal Qualities and Aptitudes</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                 |                                         |
| Can work as a member of a team, understanding their role in the classroom and associated responsibilities.<br>Professional in attitude and conduct<br>Can relate well to both children and adults<br>Can actively self evaluate learning needs and seek out learning opportunities                |                                                                                                                                                                                                 | A, I, O, R                              |
| <b>Skills</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                 |                                         |
| Basic ICT skills<br>Basic office skills e.g. photocopying, filing                                                                                                                                                                                                                                 | Can demonstrate practical application of the principles of child development and the learning process                                                                                           |                                         |
| <b>Physical, Mental and Emotional Demands</b>                                                                                                                                                                                                                                                     |                                                                                                                                                                                                 |                                         |
| Involves periods of standing with some kneeling, bending and stretching. Need to remain alert to monitor pupil activity, learning and health and safety risks. Some exposure to upsetting pupil and family circumstances                                                                          |                                                                                                                                                                                                 | A, I, R, C                              |
| <b>Other</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                 |                                         |
| Willingness to participate in training and personal development<br>No adverse criminal record                                                                                                                                                                                                     |                                                                                                                                                                                                 |                                         |

Key to assessment methods; A = Application O = Observation I = Interview R = References