

Our School Context

Riverbank Academy is a World Class and Outstanding Special School. Our vision is for all students to make exceptional progress and lead happy and fulfilled lives.



We have a dedicated staff team that care about the personal and academic development of our students. We currently work with 188 students and in September 2022 this will increase to 200 students.

We have the most incredible facilities which has a huge impact on the quality of learning. This includes a Hydrotherapy Pool, Soft Play, Fitness Suite, Sensory Garden, Horticulture Area, Physiotherapy Room, Speech and Language Intervention Room, Forest School, Open Library Area, Food Technology Room, Computer Suite, Science Room, Art Room, Performing Arts Room, Trim Trail with Swings, a student led Café and a popup shop! We also have a Wave Centre and Navigator Suite to support the layered and complex needs of 18 students.

We are a Broad-Spectrum School with needs ranging from profound and multiple, severe and moderate learning difficulties (PMLD, SLD and MLD). This opens many professional development opportunities for our staff, allowing them to apply a range of new skills in a fully inclusive setting.



We are looking for a caring, motivated and creative individual that can provide outstanding learning support for our students. **We welcome all applicants from health, social care, primary, secondary, mainstream and special school backgrounds.**



What do we offer?

- A friendly, happy and dedicated team
- A senior leadership team open-door policy for all staff
- Amazing facilities
- School iPad or Chromebook
- Staff access to our fitness suite, before and after school
- Exciting CPD opportunities
- Access to an innovative curriculum which has been adopted as best practice in other Special School settings.
- If staff have 100% attendance in an academic year they have can take one additional paid day off the following year!
- Additional payment for staff that attend residential trips on a Saturday and/or Sunday
- Cycle to Work Scheme
- Six Togetherness Sessions a year, where we come together as a school community to take part in activities such as school picnic/disco/sports day and simply enjoy being together!
- Free fruit, tea and coffee in the staffroom and a water cooler.
- Eleven “Wellbeing Wednesday” sessions where we encourage staff to take part in a wellbeing activity after school, this includes access to an external fitness instructor who comes into school and is free for staff to access.



**Specialist Learning Support Assistant Grade 4
(Full time)**

HOURS: 37 hours per week – Term time only plus 5 training days
Monday to Friday 8.30 a.m. to 4.30 p.m. (4.00 finish Friday)

SALARY: £17,316 - £20,288 (pro rata)

JOB PURPOSE:

- To **plan and implement** agreed interventions with individuals/groups, in or out of the classroom. Learning programmes may include numeracy, literacy, social skills and other **personalised SEN learning programmes**
- **To deliver programmes of support** to smaller groups with minimal supervision.
- To **monitor and record** the pupil's responses to learning activities through **formal observations** and **planned recording of achievement and progress**
- To use **specialist curricular/learning/skills/training to support pupils**
- **Cover lessons** in the **short-term** absence of a teacher
- Under the guidance of the school nurse **support students in their medical care**
- Under the guidance of an identified teacher support in the **organisation and development** of a **specific SEND or subject area**

DESCRIPTION OF DUTIES AND RESPONSIBILITIES:

Learning Support Assistant

1. To develop an understanding of the special educational needs of the student/s concerned
2. To consider the student/s' special needs and ensure their access to the lesson and its content through formal observation, clarification, explanation, equipment and highly differentiated materials
3. To build and maintain successful relationships with students, treat them consistently, with respect, dignity and consideration.
4. To strive towards the development of independent learning for our students
5. To support and facilitate the reinforcement of learning
6. To assist students with physical needs, both in and out of the classroom
7. To help students record work through careful planning in ways appropriate to their needs and level
8. To take an active role in the assessment of Student Support Plans and targets

9. To inspire positive attitudes, developing self belief and building motivation
10. To model good practice in effective learning to keep students on task
11. To contribute towards the rewards system, capturing students being successful
12. To have formal and informal meetings with teachers to contribute to planning lessons/activities
13. To deliver programmes of support to smaller groups with minimal supervision and to monitor, evidence and record its success.
14. To support in the preparation of materials and resources that can reach a variety of students of different levels of ability.
15. To prepare students beforehand for a task
16. To apply total communication and other strategies that support and develop understanding
17. To create and implement differentiated activities with identified groups
18. To take an active role in delivering practical tasks
19. To monitor and record the pupil's responses to learning activities through formal observations and planned recording of achievement and progress
20. To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate
21. To support implementation of school policies and procedures, including those relating to confidentiality and behaviour
22. To identify personal training needs and to attend appropriate internal and external in-service training.
23. Provide support to a form tutor as a co-tutor
24. Encourage students to interact and work co-operatively with others and engage all students in activities.
25. Play an active role in the support of positive behaviour management of students both in and out of the classroom, reporting issues as appropriate.
26. To develop communications with parents, both written and verbal
27. Support in the examination's arrangements acting as a reader, prompt or scribe.
28. To undertake duties each week as outlined on the schools duty rota

29. To embrace and adopt our 10 Professional Core Standards and seek to develop your skills, qualities and practice within this structure so that you can better serve our students.

In addition, any other tasks as directed by the Head Teacher which fall within the range of the post.

David Lisowski

PERSONNEL SPECIFICATION

HOURS: 37 hours per week – Term time only plus 5 training days

Monday to Friday 8.30 a.m. to 4.30p.m. (4.00pm finish on Friday)

ATTRIBUTES	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS
QUALIFICATION	<ul style="list-style-type: none"> ➤ A desire to continue to improve literacy, numeracy and ICT skills, with Grade C achieved in English and Maths 	<ul style="list-style-type: none"> ➤ Qualification to A level (AS/A level) standard.
KNOWLEDGE And UNDERSTANDING	<ul style="list-style-type: none"> ➤ Of the needs and characteristics of young people with complex SEND ➤ Of what constitutes positive behaviour management ➤ Of the importance of positive role models for young people ➤ Of strategies, including literacy, numeracy, ICT, independent learning, special educational needs and anti-racism to ensure the effective engagement of our students in learning ➤ Of equal opportunities and anti-discriminatory practice in the context of the school community ➤ Experience of leading lessons within a community, mainstream or special school context 	
SKILLS AND ABILITIES	<ul style="list-style-type: none"> ➤ Approachable and intuitive ➤ To communicate effectively – verbal and written - with students, staff and parents ➤ To apply specialist skills to supporting in meeting the needs of complex SEND ➤ To motivate and encourage students to work co-operatively ➤ To establish and maintain good professional relationships with adults and young people and to deal with difficult situations sensitively ➤ Able to work indoors and outdoors in rural and urban environments supporting students in a range of activities such as Duke of Edinburgh, forest school, horticulture and gardening. ➤ Able to walk long distances and stand for long periods of time to support student transitions around school and enrichment activities. 	<ul style="list-style-type: none"> ➤ Able to swim (desirable but not essential to ensure we have an inclusive swimming offer for all our students).



	<ul style="list-style-type: none"> ➤ Able to support students aged from 11-19 in moving and handling and personal care. ➤ Able to move physiotherapy equipment with appropriate training and guidance from specialists this includes the manoeuvring of manual wheel chairs. ➤ To be a team player with the ability to support others ➤ To demonstrate relationship building outside of the classroom ➤ To adopt total communication techniques and develop them sufficiently to reach out to all of our students 	
ATTITUDES And VALUES	<ul style="list-style-type: none"> ➤ High expectations of personal performance and of pupils' success ➤ Commitment to build upon your own learning through our structures ➤ A belief in meeting the needs of the whole child 	
EXPERIENCE	<ul style="list-style-type: none"> ➤ Of working with groups of young people with complex SEND, preferably of secondary age ➤ Of resolving problems and handling challenging situations ➤ Of managing behaviour effectively 	
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> ➤ This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment 	

All employees of Riverbank Academy are required to comply with the School Equal Opportunities Policy when undertaking the duties of their job.

David Lisowski

How to apply:

If you wish to apply to this please complete an application form and email to: dllisowski@riverbankacademy.org.uk

Application form:

https://sidneystingertrust.org.uk/files/HR%20Vacancy/vacancies_2020/mat_support_application_form_nov_2020.docx

Closing date: Friday 14th October 2022

Interviews will be held: Upon application

Start date: As soon as possible