



Effort + Respect x Ambition = Success

Woodfield School 2021

One goal: 'Excellence in SEMH education'

Learning Support Assistant – Grade 3

An opportunity to join the Woodfield team has arisen for dedicated and motivated individuals with a passion for supporting young people with special educational needs. Woodfield provides specialist SEMH education across Coventry between early years to the end of KS4. Woodfield currently comprises a Primary and Secondary provision on split sites. You would be joining the school at a very exciting time as the school looks forward to joining Sidney Stringer MAT and moving to one site provision on the Woodlands School site in September 2023. At this point the school will be one of the biggest providers of SEMH provision in the country, with the goal to the very best provision in the country and recognised as such nationally.

Understanding the Role:

You will be part of a motivated and supportive learning support team who work closely with individual teachers and pupils to provide targeted personalised support. You will be expected to support our highly successful pastoral team in addition to classroom based work. The successful candidate needs to be flexible, versatile, nurturing and able to work effectively with whole classes and 1:1.

An understanding of the 'Thrive' approach which underpins all of our work is beneficial along an empathetic nature and a desire to understand what drives and triggers certain behaviours.

You will be expected to work independently with small groups and plan and prepare for this. You will need to have patience as well as good behaviour management skills, or the ability to develop them. You will also need a passion for working with young people and supporting those with barriers to their learning. All of the young people we serve have EHCPs with the majority of primary needs revolving around SEMH, a large percentage of our cohort have diagnosis of ASD and ADHD.

We are committed to staff professional learning and this role could provide a stepping stone towards either qualified teacher status or HLTA providing recognised pathways for career progression at all levels.

If you are resilient and passionate about the social, emotional and mental well being of young people then we need to hear from you!



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JOB DESCRIPTION

LEARNING SUPPORT ASSISTANT

Grade 3

35 Hours per week

JOB PURPOSE:

- To work under the guidance of the Director and within an agreed system of responsibility and accountability, to implement agreed work programmes/intervention strategies with individuals and groups of students, both in and outside the classroom
- To ensure that supporting students' learning, personal development and wellbeing is your first concern
- To help build student confidence and self-esteem, inspiring them to learn and develop into successful and resilient young adults
- To assist students to achieve the highest possible levels of academic and personal attainment through your fostering of excellent working relationships with those students
- To participate in the school's self evaluation procedures, including in the evaluation of the impact of your own interventions and work programmes
- To act with honesty and integrity
- To be self-critical and respond in a professional manner to feedback on performance
- To forge positive professional relationships

OUTLINE RESPONSIBILITIES AND TASKS

Under the direction of the class teacher:

- Support and/or supervise the teaching activities of individuals or groups of students to ensure their safety
- Use appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of students, including those pupils with special educational, physical or emotional needs.
- Understand the learning objectives, content and intended outcomes for the learning activities in which students are involved and support in monitoring student progress.
- Promote positive behaviour. Model high level social and communication skills and give appropriate support when needed.
- Contribute to the de-escalation and management of challenging behaviour in children and young people, modelling a consistent approach.
- Assist the class teacher in the planning and implementation of strategies to support students in accessing the curriculum in accordance with their Special Educational Needs.

RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Assist the teacher with the planning of learning activities, preparing or modifying work for individuals or group of students as required
2. Develop and adopt strategies to support students to achieve learning goals, both academic and personal
3. Establish constructive relationships with students, providing feedback to them in relation to progress and achievement
4. Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom



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5. Undertake supervision and discipline of students within the procedures of the school, providing detailed and regular feedback as appropriate
6. Promote student independence in developing social and communication skills, reinforcing the students' self-esteem through praise and encouragement by setting challenging expectations
7. Ensure that students are able to safely use equipment and materials provided
8. Assist with the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists
9. Assist the teacher in liaising with other professional staff and reporting information from/to parents/carers, contributing to meetings to discuss a specific student's progress as appropriate.
10. Assist the teacher with the administration of baseline tests
11. Support the use of ICT in learning activities and develop students' safety, competence and independence in its use
12. Prepare/clear the classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of students' work
13. Provide support to the classroom teacher by undertaking photocopying, filing, recording and general administrative duties
14. Assisting with the identification and monitoring of students' general health, welfare and safeguarding
15. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns in line with school policies
16. Demonstrate understanding of and contribute to the ethos of the school
17. Assist with the supervision of students outside of lesson times, including before and after school and during lunch and break time, in line with duty rotas
18. Assist with group activities within and away from the classroom/school, such as PE lessons and educational visits
19. Participate in personal and professional development activities to meet the changing demands of the role and encourage and support other staff in their development and training
20. Attend and participate in relevant meetings as required
21. Assist the class teacher in supporting volunteer helpers or student teachers in the classroom
22. Participate fully in any other duties and responsibilities within the range of the salary grade

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

Responsible to: Director/Principal

Date Reviewed: February 2021



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PERSON SPECIFICATION

LEARNING SUPPORT ASSISTANT

ESSENTIAL REQUIREMENTS:

- A commitment to safeguarding children and young people
- Recent experience of working with school age children
- Recent experience of working within the area of Special Educational Needs
- Recent experience of contributing towards the joint planning and evaluation of teaching and learning activities
- Recent experience of supporting students with autistic spectrum condition or attachment needs
- Proof of literacy and numeracy skills sufficient to assist students' literacy and numeracy, (up to GCSE level - Equivalent to NVQ Level 2)
- A passion for wanting to improve the futures of disadvantaged young people
- Commitment to Continuing Professional Development

KNOWLEDGE AND UNDERSTANDING

- An awareness and understanding of the difficulties students with special educational needs are likely to face
- Understanding of the issues around safeguarding children and young people
- Understanding of the importance and benefit of establishing positive relationships within the classroom
- Understanding of the need to focus on students as individuals
- Knowledge of the EHCP process and what an EHC Plan means for a young person
- Awareness of behaviours and triggers that affect individual learning and progress
- Awareness that all behaviour is an indicator of need, and how these can be interpreted
- Knowledge of how the curriculum relates to the age and ability ranges of all students
- Knowledge of how to support students in accessing the curriculum in accordance with their Special Educational Needs
- Knowledge and understanding of students' academic levels and the level at which they function socially, with a commitment to helping them fulfil their potential
- Working knowledge of relevant policies and codes of practice and awareness of relevant legislation

ATTRIBUTES

- Commitment to demonstrating high expectations of and aspirations for our students
- Ability to establish fair, respectful, trusting, supportive relationships with children and young people
- Ability to promote positive behaviour through modelling high level social and communication skills and giving appropriate high quality support
- Ability and willingness to identify own training needs and participate in training and evaluate own learning
- Exceptional professionalism and motivation

SKILLS AND ABILITIES

- Ability to liaise and communicate effectively with others in respect of duties of the post



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- Ability to lead small groups of students in learning activities who are identified as more or less able
- Ability to work in liaison with all staff
- Ability to recognise the contribution that parents and carers can make to the development and well-being of our students
- Ability to contribute to the de-escalation and management of challenging behaviour in children and young people
- Ability to work with the teaching staff and other professionals to ensure a coherent team approach within the context of the classroom
- Ability to assist in the development and implementation of strategies to achieve set objectives associated with the curriculum and individual student programmes
- Ability to utilise and deploy equipment associated with Information and Communication Technology, to assist individual and groups of students in their learning programmes
- Ability to support literacy and numeracy activities across the curriculum
- Ability to facilitate students' learning and development through the role of Mentor
- Ability to contribute to planning and delivery of effective intervention for pupils at risk of underachieving
- Ability to observe, monitor and provide written and verbal feedback to individual students in line with school policies.

Last reviewed February 2021