JOB DESCRIPTION

POST TITLE:	Learning Support Assistant
POST RESPONSIBLE TO:	Assistant SENCo
SALARY:	Grade 11-14 - £15,916.59 - £16,645.81 (pro-rated to £13,937.00 - £14,575)
CLOSING DATE:	**Thursday 21st June 2018 at 9.00am**
INTERVIEW DATE:	**Week commencing 25th June 2018**
START DATE:	1st September 2018

JOB PURPOSE

To undertake work/care/support programmes, to enable access to learning for learners, including those with SEN, and to assist the teacher in the management of learners and the classroom, under the instruction/guidance of teaching and senior staff. Work may be carried out in the learning bases or outside the main teaching area, working independently with small groups of students.

DUTIES AND RESPONSIBILITIES

Support for the Learners

- To provide academic mentoring of learners to enable them to make informed, positive choices regarding the curriculum and engagement with employer;
- Supervise and provide particular support for learners, including those with additional/special educational needs, ensuring their safety and access to learning activities;
- Be aware of and implement the Individual Learning Plans and Personal Care Programmes;
- Establish constructive relationships with learners and interact with them according to their individual needs;
- Promote the inclusion and acceptance of all learners;
- Encourage learners to interact with each other and engage in activities led by the teacher;
- Set challenging and demanding expectations and promote self-esteem and independence;
- Provide feedback to learners in relation to progress and achievement under guidance of the lead teacher;
- Supervise small groups of students during intervention sessions, ensuring they complete the work that has been set.

Support for the Teachers

- Create and maintain purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of learner's work;
- Use strategies, in liaison with the teacher, to support learners to achieve their learning goals;

- Monitor learners' responses to learning activities and accurately record achievement/progress as directed;
- Provide detailed and regular feedback to teachers on learners achievements/progress, problems etc;
- Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour;
- Establish de-escalation routines in line with the behaviour policy of the academy;
- Establish constructive relationships with parents/carers under lead teacher guidance;
- Provide clerical/administrative support where necessary, eg, photocopying, filing, coursework administration etc.

Support for the Curriculum

- Support the use of ICT in learning activities and develop the learners' competence and independence in its use;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use;
- Liaise with employer partners where necessary, sharing learner data in an appropriate manner.

Support for the Academy

- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the academy;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Assist with the supervision of learners out of lesson times;
- Accompany teaching staff and learners on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher;
- Participate in training and other learning activities and performance development as required;
- Show a duty of care and take appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times reporting all concerns to an appropriate person;
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
- Acts as a role model to learners and provide guidance and personal support when required.

Pastoral duties:

- To be involved in the pastoral life of the academy, fulfilling mentoring and pastoral roles in which your status as a role model within the academy is used to raise learners' aspirations and signpost effective personal development opportunities.
- Assist with enrichment activities, e.g. small sports activities, engineering projects, creative or learning support groups.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification for Learning Support Assistant

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

REQUIREMENTS The post holder must be able to demonstrate:	ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS
QUALIFICATIONS	
Level 3 Qualification in relevant subject	E
GCSE or equivalent qualification in English and Maths at grade C or above	E
Degree or equivalent in relevant subject	D
EXPERIENCE	
Relevant worked based professional experience	E
Understanding of behaviour for learning	E
Experience, understanding and demonstration of barriers to learning and how to overcome this	E
Understanding of what outstanding teaching, learning and assessment strategies look like	D
Experience of working with Gifted & Talented/SEN pupils	D
Experience of working with a range of partners both in and outside the world of education	D
KNOWLEDGE AND SKILLS	
Ability to create an ethos which enables all learners to achieve their potential	E
To be able to work effectively as a team	E
Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders	E
Good literacy, numeracy and ICT skills	E
An ability to inspire learners in Y10 to Y13	E
Ability to organise, plan and prioritise	E
Excellent communication skills	E
Knowledge and understanding of current curriculum developments	D
Ability to analyse and interpret learner performance data and set targets	D
Knowledge and understanding of health and safety and safeguarding	D
PERSONAL ATTRIBUTES	
A commitment to equal opportunities and a strong belief in inclusive education practices and that learning for all students is supported	E
To work under pressure and meet deadlines	E
To be able to be led by teaching staff but prepared to challenge practice in order to improve learning outcomes	E
Confidentiality and discretion	E
A commitment to safeguarding to learners within the academy	E
Enthusiasm, optimism and energy	E
Ability to organise, plan and prioritise	E
Flexibility and adaptability	E

All offers are subject to clearance of references and enhanced DBS checks

THE WMG ACADEMIES FOR YOUNG ENGINEERS

"*We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important"*

Professor Lord Bhattacharyya, Chairman, WMG

WMG Academy for Young Engineers Trust

The WMG Academy for Young Engineers Multi Academy Trust was formed in March 2015. Following the successful opening of the Coventry Academy in September 2014, the WMG Academy Trust opened its second Academy in September 2016 in North Solihull.

Formed between a partnership of the University of Warwick (led by the Warwick Manufacturing Group – WMG) and with the support of national, regional and local businesses such as Jaguar Land Rover, National Grid, Arup and Balfour Beatty, the Trust is committed to providing a better way of learning for the Engineers of the future.

The Trust is made up of members from industry including the EEF and the Local Authorities Chamber of Commerce and the University of Warwick who have led the development of the WMG Academies and oversee their running from a strategic perspective.

Both Academies focus on engineering and digital and information communication technologies, catering for approximately 600 students each aged between 14 – 19 years of age.

As well as a core curriculum at Key Stage 4, which includes GCSEs in the core subjects maths, science, English and computer science, students can select from options which include a modern foreign language, a humanities subject and free option subjects. In addition, all Key Stage 4 students follow the Level 2 Cambridge Nationals course in Engineering worth up to 3 GCSEs equivalent.

Students at Key Stage 5 can follow a flexible pathway bespoke to their needs. Students can choose to take just STEM A-Levels or combine 3 traditional A-Levels with the Level 3 OCR Technical in Engineering worth the equivalent of 1 A-Level. Alternatively, students at post 16 can study a larger Engineering qualification such as the BTEC Level 3 Diploma in Engineering and combine it with an A-Level or the Extended Project Qualification.

The ethos of both academies is 'business-like, business-led'.

WMG Academy for Young Engineers Coventry

Opened in September 2014 by Ratan Tata, the Coventry Academy has over 400 students on roll in its second year. Located close to the Westwood area in Canley and the University of Warwick, the Coventry Academy was designed with a large Engineering Hall filled with over £600,000 worth of specialist equipment. Three dedicated CAD areas allow industry standard software to be used by students in their Engineering projects.

The Coventry Academy is proud of its very first OFSTED report where it was rated Good.

Students at the Coventry Academy come from a wide catchment area which includes Solihull in the north through to Kenilworth, Warwick and Rugby in the south.

The Academy follows an 8.30 am – 4.30 pm day with enrichment opportunities offered to students that include football, F1 in schools, Green Power and Engineering clubs. Students also have access to resources at Warwick University.

WMG Academy for Young Engineers Solihull

Opened in September 2016 the Solihull Academy boasts over £2M of specialist equipment and ICT. Developed along a similar open plan design to Coventry, the Solihull Academy occupies a slightly bigger footprint. Now in its second year, it is thriving on successful recruitment and has four year groups, 10 through to 13.

Dedicated ICT facilities include 3 CAD suites and student PC access in all teaching rooms giving unrivalled access to industry standard software. These facilities allow innovative teaching pedagogy through digital technologies. A large Engineering Hall, complimented by 'Make and Do' areas above, allows a flexible group-work approach to learning.

The Academy occupies land adjacent to the Chelmsley Wood shopping Centre, North Solihull and draws from a wide catchment of East Birmingham, Solihull and North Warwickshire. The Solihull Academy follows the template of the 8.30 am – 4.30 pm working day used in the Coventry Academy and has the additional flexibility of incorporating some enrichment into the Academy day due to its close proximity to North Solihull Sports Centre and having its own multi-use games area and activity hall.

Our Vision

We will ensure that our students have raised aspirations that will provide the motivational drive to succeed. Strong employer and further and higher education links, as well as a professional ethos and culture, will ensure the students will be in demand from employers.

Our unique status of working very closely with some of the biggest employers in the region means that we have shaped the curriculum from day one to ensure we produce students with a professional ethos and culture that is in high demand in today's working world.

The focus of the curriculum is a series of projects – real business-focused, practical problems and challenges that reflect fully the world of work. Employers provide mentors to help our students get a full understanding of life in engineering. This 'better way of learning' means that education will be exciting for our students. We will give them an experience of real value; one that will lead to a diverse range of positive progression pathways for every single student.

Team working will be the norm and students will work together to develop the skills that employers value. We are committed to developing team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change. As staff, it is our role to model those skills and behaviours to our learners in everything that we do.

The Role

The WMG Academy is looking for an enthusiastic and empathetic person who will work in partnership with teachers to support the learning of individuals and small groups, in line with the national curriculum, codes of practice and Academy policies and procedures. You will assist in the promotion and development of inclusive learning and teaching throughout the Academy in order to give students every opportunity to achieve their best.

The Academy believes that all young people deserve to become world-class learners - to learn, enjoy, succeed and thrive in a first rate educational environment with excellent facilities, outstanding teaching and the most up-to-date resources available to them. You will benefit from visionary, inspirational and dynamic leadership and be empowered to develop your own skills.

This is a unique opportunity to be involved in an exciting Academy; designing and leading an innovative approach to learning and ensuring that learners achieve the highest outcomes and opportunities.