**TBAP Multi-Academy Trust**

**Job Description: Learning Support Professional - LSP**

**Scale: Scale 4 – 6**

**Full Time (40 weeks per year)**

**Responsible to: Student Services Manager / Wave Leader or Director of Access & Inclusion**

|  |
| --- |
| MAIN PURPOSE OF THE JOB |
| To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff and in line with TBAP policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/ groups or short-term for whole classes. It may also involve the monitoring of learners and assessment, recording and reporting on achievement, behaviour for learning, progress and development. At higher levels this will also involve the management and development of staff, responsibility for budgets and the management and delivery of specialist areas in TBAP. It will also involve the strategic support of mainstream schools with a particular focus on inclusion. |
|
| SUPPORT FOR LEARNERS & FAMILIES |
| * Assess the needs of learners and use detailed knowledge and specialist skills to support learning at TBAP locations and in mainstream settings
* Work alongside schools, learners and families in the early identification of learners at risk from exclusion. Developing appropriate intervention packages to prevent exclusion
* Establish productive working relationships with learners and their families to provide advice, training and guidance as required in school and home settings
* Develop and implement IEPs
* Promote the inclusion and acceptance of all learners within the classroom
* Support learners to manage their behaviour consistently whilst recognising and responding to their individual needs in order to meet or exceed learning expectations
* Encourage learners to interact and work co-operatively with others and engage all learners in activities
* Promote independence and employ strategies to recognise and reward achievement and self-reliance
* Provide feedback to learners in relation to progress and achievement
 |
| SUPPORT FOR TEACHERS |
| * Organise and manage appropriate learning environments and resources
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
* Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required on learner achievement, progress and other matters, ensuring the availability of appropriate evidence
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
* Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self control and independence
* Supporting the role of parents in learners’ learning and contribute to meetings with parents to provide constructive feedback on learner progress/ achievement etc.
* Support the delivery of exams and other summative assessments
 |
| STRATEGIC SUPPORT |
| * Support or deliver learning activities within an agreed system of supervision, adjusting activities according to learner responses/ needs
* Deliver learning interventions as required e.g. literacy, circle of friends, anger management and circle time
* Use ICT effectively to support learning activities and develop learners’ competence and independence in its use
* Select and prepare resources necessary to lead learning activities, taking account of learners’ interests and language and cultural backgrounds
* Advise on appropriate deployment or signpost the use of specialist aid/ resources/ equipment
 |
| SUPPORT FOR SCHOOLS & PARTNER INSTITUTIONS |
| * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person
* 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 organisation
* Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the lead professional, to support achievement and progress of learners
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
* Deliver out of school learning activities within TBAP guidelines
* Contribute to the identification and execution of appropriate out of school learning activities
* To take reasonable care for his/ her own health and safety and any other person(s) who may be affected by his/ her acts or omissions at work, in accordance with Health & Safety legislation.
* To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
* You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the Local Authority Policy.
 |

**SELECTION CRITERIA**

|  |  |  |
| --- | --- | --- |
|  | Scale 4 to 5 | Scale 6 |
| **Experience** | Experience of working with children of relevant age in a learning environment | Experience working with children of relevant age in an SEN/ SEMH learning environment Line management experienceSuccessful experience in the use of coaching strategies with learners or colleagues in order to improve learning outcomesExperience of working with families in school/ home settings |
| **Qualifications/Training** | Excellent numeracy/literacy skills – equivalent to level 2 in English and MathsTraining in relevant learning strategies e.g. literacySpecialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT | Educated to level 3 with relevant qualificationsEvidence of CPD/ accreditation in SEN/ SEMH |
| **Knowledge/Skills** | Can use ICT effectively to support learningProven ability to communicate effectively both verbally and in writing.Full working knowledge of relevant polices/codes of practice/legislationWorking knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategiesGood understanding of child development and learning processesUnderstanding of statutory frameworks relating to teachingGood organisational skills including the ability to set and manage prioritiesAbility to support colleaguesConstantly improve own practice/knowledge through self-evaluation and learning from othersAbility to relate well to children and adultsWork constructively as part of a team, understanding classroom roles and responsibilities and your own position within theseDemonstrate a commitment to the protection and safeguarding of children and young people. | Expert practitioner status in a relevant intervention e.g. Dyslexia, Team teach, behaviour managementPlanning and delivery of whole organisation CPD activitiesAbility to lead meetings and deliver written reports in an organisational structureProven ability to work independently without direct supervision |
| **Equal Opportunities** | Commitment to the implementation of the Trust's equal opportunities policy  |
| **Continuing Professional Development** | Willingness to undertake additional training/ staff development as appropriateAbility to reflect on your own professional practice  | Ability to lead CPD in areas of specialism |