



JOB DESCRIPTION

Job Title	Learning Support Assistant (General / Specialist)
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1. PURPOSE AND SCOPE

To complement and support the delivery of the curriculum and to support students' learning across a range of subjects and settings. To lead the learning where appropriate in a classroom under the direction of the class teacher.

2. KEY RESPONSIBILITIES

- Doing all that you can to ensure that you safeguard and promote the welfare of students (in line with Arbor's Safeguarding framework/policy/Code of Conduct).
- Positively and actively promoting the Arbor vision, mission, and values.
- Ensuring your practice is in line with the Arbor Staff Handbook, the Arbor Support Teacher: A Framework for Outstanding Support.
- Implementing, where appropriate, school policies, procedures and expected practices, as identified by the Senior Leadership Team at the Arbor School.
- Undertake specific operational tasks as agreed upon with the Head of Primary, including some or all of the following areas:
 - Supervise students at times other than during lessons according to the school's duty arrangements, including lunch and break duty.
 - Work collaboratively with teachers in the planning, management and preparation of learning environments and resources.
 - Deliver specific intervention programmes to individuals and groups
 - Provide specialist support to students in an agreed area of expertise.
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2.1. GENERAL RESPONSIBILITIES

2.1.1. *Providing Care and Responsibility*

A learning support assistant at the Arbor school has at their core a deep sense of care and responsibility for the welfare and happiness of our children. Coupled with a commitment to ensure each child's journey is full of wonder, excitement, curiosity, and is a carefully sequenced progression as we explore, discover and inquire.

- Understand and implement the school's Child Protection procedures and comply with legal responsibilities.
- Maintains excellent relationships with children, taking responsibility for their welfare and happiness.
- Support and maintains a climate for learning which enables all learners to maximise progress.
- Support teachers in the promotion of promoting positive behaviour.
- Manages students effectively, using approaches which are appropriate to pupils' needs and respects learners for their contributions.
- Be aware of pupils' capabilities and prior learning, whilst recognising social and emotional development.
- Provides individual challenge and support through the curriculum to ensure success for all learners.
- Actively responds to barriers preventing learning and endeavours to remove or mitigate identified barriers.
- Supports the establishment of an inspiring learning environment which is interactive and promotes children's independence and autonomy.
- Promote, support, and facilitate inclusion by encouraging participation of all pupils in curricular and extracurricular activities.

- Foster and maintain constructive and supportive relationships with parents / carers and supporting home to school and community links.

2.1.2. *An Expert Practitioner*

Arbor learning support assistants are expert practitioners with a highly developed capacity to deliver well-planned and thoughtful learning experiences. They use all data and monitoring sources and collaborate with others to ensure each learner is equally challenged and supported. Arbor learning support assistants have high expectations for all learners.

- Supports learning to ensure progressively challenging demands for all pupils with clear, specific, and achievable learning objectives.
- Actively responds to barriers preventing learning and act to remove or mitigate such barriers.
- Contribute to the adaptation and delivery of support to meet individual needs, utilising relevant data.
- Adopt strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils.
- Be aware of and support difference; promote and support the inclusion of students; and ensure all students have equal access to opportunities to learn and develop.
- Promote and reinforce students' self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.

2.1.3. *Ensuring the Arbor Experience*

Arbor learning support assistants are committed to the ethos of the school, instilling an understanding of the interconnectedness of our world through the concepts of ecoliteracy, a passion for the prudent use of resources in our drive towards sustainable lifestyles, and a profound sense of justice for all that inhabit our earthly household

- Contributes to the meaningful use of the range of unique resources and facilities at the Arbor School.
- Demonstrate an understanding of ecological literacy, supporting learners to make connections between systems or subjects.
- Supports the delivery of a progressive, constructivist approach to teaching and learning including place-based and project-based learning.
- Contributes to the review and delivery of a curriculum which ensures all students access a rich, authentic, and place-based programme of study.
- Identifies opportunities to deploy technology within the classroom to enrich and/ or accelerate learning.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.
- Participate in staff meetings and training days / events as requested.

2.1.4. *A part of a Professional Learning Community*

Learning support assistants at Arbor expect to grow as professionals and engage with other learners on a continuous journey of self-improvement. Arbor learning support assistants' value professional dialogue, have access to impactful, targeted, and timely professional development opportunities and understand that clear targets with ample feedback are necessary for all learners – adult or child.

- Commits to improving their own practise through self-evaluation, attending training, and responding to feedback, as well as the sharing of good practice models when appropriate.
- Keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with so that informed decision making can take place on intervention and provision.

- Recognise and respect the role and contribution of other professionals, parents, and carers by liaising effectively and working in partnership with them.
- Takes responsibility to share knowledge which informs planning and decision making.
- Work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers as well as parents.

2.1.5. A Community of Professionals

Arbor learning support assistants are a part of a community which is inclusive, fun loving and active. Arbor learning support assistants enjoy authentic friendships with their colleagues, positive relationships with school leaders who care for their wellbeing and are a team in the true sense.

- Maintains high standards of ethics and behaviour, within and outside school by building relationships rooted in mutual respect and observing boundaries appropriate to their professional position.
- Shows tolerance, kindness, consideration and understanding towards others in line with local culture, beliefs, rules, and general expectations of personal and professional conduct.
- Makes a positive contribution to the wider life and ethos of the school through engagement with the students and the wider community.
- Has proper and professional regard for the ethos, policies and practices of the school and maintains high standards in their own attendance and punctuality.

2.1.6. Other

- Perform any reasonable duties as requested by the Phase Leaders and / or Head of School.
- At all times carry out duties with due regard to the school's policies and procedures, and in accordance with the *Arbor School Staff Handbook*.
- Take responsibility for own continuous professional development and participate fully in training and development opportunities identified by the school.
- Conduct oneself in a manner that is in line with the Arbor School values, across the whole school community.

3. ORGANIZATIONAL STRUCTURE

Line Manager	Phase Leader / Head of Department / Head of School
Direct Reports	N/A

4. QUALIFICATION REQUIREMENTS

Related Experience	<i>Preferred</i> <ul style="list-style-type: none"> • Two years' experience working in a school or similar setting. • Experience in working with English National Curriculum • Experience working in an international, premium quality school • Experience working in Key Stage 2
	<i>Required</i> <ul style="list-style-type: none"> • Previous experience working in a relevant educational setting
Educational Degree/ Professional Certifications	<i>Preferred</i> <ul style="list-style-type: none"> • Pearson BTEC Level 2 Diploma for Early Years Practitioners • TQUK Level 2 Diploma for the Early Years Practitioner (RQF) • BTEC Level 2 Diploma in Children's Play, Learning and Development <p>Click here for a more detailed list of UK recognized qualifications.</p>
	<i>Required</i> <ul style="list-style-type: none"> • A recognised and appropriate childcare qualification, e.g., Bachelor's Degree in education, CACHE Level 1, 2 or 3 • Subject or departmental specific qualifications, e.g., SEND training, ABA training, SALT/ OT Therapy, EAL or Arabic language training, from a recognised institution

	<i>All degrees and certificates must be attested by the relevant government institutions in the country of Education and the UAE, and approved by the KHDA</i>	
Languages	Preferred	Native English speaker
	Required	IELTS score at advanced level 6.5 to 8.0
IT Skills	Microsoft Office	Intermediate
	Use of ICT Devices	Intermediate