

## Post: Learning Support Professional

Location: Golborne Education Centre, Rugby Portobello Trust, 221 Walmer Road W11 4EY

Salary: Grade 4, Point 11 - 14 Pro-rata (£28,890- £30,348 FTE)

Status: Permanent

Responsible to: Principal

Hours: 37 hours a week, Term Time only

### Main purpose of the job

To work with teachers, support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan.

### Main duties and responsibilities

#### Support for Learners and Families

- Work alongside schools, learners and families in the early identification of learners at risk from exclusion. Developing appropriate strategies to prevent exclusion
- To be able to facilitate 1:1 mentoring/support sessions addressing learner's targets and reasons for referral
- 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

#### Teaching and Learning

- Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff

- Provide classroom support in the teacher's absence for short periods of time including some front of class delivery.
- Deliver learning interventions as required e.g. literacy, speech and language, PSHE and social/circle time
- To be able to use one's own initiative in the development of resources for classroom delivery. These will be drawn from an informal education curriculum and support pupil development of interpersonal skills and emotional intelligence.
- To be able to use one's own initiative and additionally liaise with attached school staff to develop resources from the PSHE curriculum.
- Support pupils to understand instruction
- Support independent learning and inclusion of all pupils.
- Support or deliver learning activities within an agreed system of supervision, adjusting activities according to learner responses/ needs
- Supporting pupils learning through play
- Support the delivery of exams and other summative assessments where agreed.
- Support the teacher in managing behaviour for learning and keeping pupils on task.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting relationships with self, others and the curriculum

### **Support for Schools & Partner Institutions**

- Comply with and assist with the development of localized policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person
- 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
- Contribute to the overall ethos/ work/ aims of the organization
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the lead professional, to support achievement and progress of learners
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

### **Resources**

- Prepare and clear up the learning environment including displays and the presentation of pupil's work
- Photocopying, filing and preparing resources for lessons as directed by the teacher

### **Educational visits and other supervision May invigilate exams and tests.**

- May assist escorting pupils on educational visits
- Will assist with break time supervision including facilitating games and activities

### **Personal and welfare support**

- May assist pupils with dressing, hygiene and eating whilst encouraging independence
- Supporting pupils emotional and social well-being, reporting any problems to the teacher
- 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

### **Systems, policies and procedures**

- Contribute to maintaining a safe environment
- Responsible for the careful and safe use of equipment involvement
- May demonstrate own duties to new or less experienced staff

### **Building professional relationship**

- Communicates with pupils to support learning and development and encourage acceptable behaviour.
- Work with colleagues within the Centre and beyond to develop and maintain professional working relationship which promote excellence within.
- Be aware of the risks of reputational damage to the Trust through individual behaviour and conduct.
- Exchanges information with staff and parents/carers in a professional and timely fashion.

### **Record keeping and information management**

- Record basic pupil data and providing feed back to the teacher
- Support the Lead teacher through contribution and preparation to end of placement reports
- Support the Lead teacher and colleagues with problem solving and decision making
- Identify straight forward solutions to simple problems and where minimal personal initiative is required

### **Knowledge, skills and experience**

- NVQ level 2 in Maths and English as a minimum plus any related area or equivalent or equivalent experience
- IT and keyboard skills
- Knowledge and compliance with policies and procedures relevant to health and safety and child protection
- First aid (training will be provided)

**Physical demands and working conditions**

- May be required to stand for long periods and or work in awkward positions e.g. low chairs.
- Some exposure to unpleasant conditions e.g. noise, outdoor working
- Team Teach or other safe touch training required.

**DBS**

- An Enhanced Disclosure and Barring check will be a requirement of the post

**Person Specification**

Attributes tested by Application, Interview, Task and References	Essential (E) /Desirable (D)
<b>Qualifications &amp; Experience</b>	
<b><u>Qualifications</u></b>	E
Excellent numeracy/literacy skills – equivalent to level 2 in English and Maths	D
Training in relevant learning strategies e.g. literacy	D
Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT-	E
<b><u>Experience /Knowledge &amp; Understanding</u></b>	D
Experience of working with children of relevant age in a learning environment	E
Can use ICT effectively to support learning	E
Proven ability to communicate effectively both verbally and in writing	E
Full working knowledge of relevant policies/codes of practice/legislation	D
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	D
Good understanding of child development and learning processes	D
Understanding of statutory frameworks relating to teaching	E
Good organisational skills including the ability to set and manage priorities	E
Ability to support colleagues	E
Constantly improve own practice/knowledge through self-evaluation and learning from others	E
Ability to relate well to children and adults- <i>Essential</i>	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	

Demonstrate a commitment to the protection and safeguarding of children and young people

**Equal Opportunities**

Commitment to the implementation of the Trust's equal opportunities policy

**Continuing Professional Development**

Willingness to undertake additional training/ staff development as appropriate

Ability to reflect on your own professional practice

Essential (E)  
/Desirable  
(D)

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