



Saint Nicholas School
Old Harlow Essex



LEARNING SUPPORT ASSISTANT

Required January 2018 or sooner

The successful applicant

We are seeking to appoint an enthusiastic and experienced learning support assistant to join our SEN team to provide support for individuals and groups of pupils.

The successful candidate will be a highly professional individual able to demonstrate excellent levels of communication with all stakeholders and articulate the attributes of the Saint Nicholas School ethos. An up to date learning support qualification is essential.

Terms & conditions

The position is full-time, term time.

- Full-time, school term time - 35 weeks plus 4 weeks paid holiday giving a total of 39 weeks paid annually.
- The competitive salary will be NA point 13-15 depending on experience and level of qualification.
- Staff may contribute to a Pension Scheme and the school will contribute the statutory employer's contribution to this scheme if you choose to join.
- There is a generous fee remission for children of members of staff of up to 50% (for full-time staff) of the full fees provided their children meet the school's usual entry requirements.

Closing date for applications

The closing date for the receipt of applications is Monday 20th November and interviews will take place the following week. Applications should be submitted via TES. Only applications submitted on an official application form will be considered.

SCHOOL'S HISTORY & BACKGROUND

Saint Nicholas School was founded in 1939 with a total roll of 7 pupils. By 1977, the pupil roll had increased to 140 and at this time the school moved from its modest premises in Mill Street, Churchgate Street, to the current location at Hillingdon House. Today, Saint Nicholas is a thriving independent coeducational day school catering for approximately 390 pupils aged 2½ to 16.

The school is situated in delightful gardens and grounds which extend to more than 14 acres. Lower, middle and upper school pupils are each housed in their own area, within close proximity of each other, enabling good access to shared facilities. The school is very well equipped with specialist classrooms, science laboratories, technology areas, ICT rooms, and libraries. Sports facilities include extensive playing fields, tennis courts, a heated swimming pool, a sports hall and a magnificent theatre.

CORE PURPOSE

- To provide in-class support for individuals or groups of pupils.
- To assist in the implementation of Intervention Programmes for pupils and help monitor their progress.
- To participate in and contribute to the development of the SEN department.
- To understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

Vision

- Demonstrate a commitment to a shared vision for the school.

Ethos

- Encourage an ethos which promotes effective teaching and learning and which sustains improvement in the development of all pupils.

Strategic planning

- Contribute to the development of a whole school policy for SEN in conjunction with the SENCO and the Headmaster.



TEACHING AND LEARNING

Curriculum

- Assist in the educational and social development of pupils under the direction and guidance of the Headmaster, SENCO, heads of sections and class teachers.
- Support the SENCO in creating and monitoring pupils' Intervention Plans
- Provide support for individual pupils to enable them to fully participate in activities by helping to differentiate classroom activities
- Support pupils with emotional or behavioural problems and help develop their social skills
- Be aware of and employ a variety of approaches to further the children's learning'.
- Select and make good use of ICT skills for support where appropriate.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.

Monitoring, assessment, recording, reporting and accountability

- Assist class teachers with maintaining pupil records
- Make effective use of assessment information on pupils' attainment and progress and in planning future support.
- Assess and record each pupil's progress systematically with reference to the school's current practice.

Standards and expectations

- Establish high expectations of behaviour and attainment, so that learning objectives are met.
- Set a good example in terms of dress, punctuality and attendance
- Monitor and intervene when supporting pupils to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident

Monitoring and evaluation

- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- Evaluate your own work critically to improve effectiveness.

Professional development and appraisal

- Be aware of the need to take responsibility for your own professional development.
- To be able to identify areas for own CPD and work alongside head of seniors to target areas for own development.
- Undertake professional duties that may be reasonably assigned by the Headmaster e.g. training courses
- To support the SENCO in creating and monitoring pupils' Intervention Plans

Manage resources

- Prepare and present displays of pupils' work.
- Photocopy and prepare Intervention Resources for Pupils on Intervention Programmes
- Undertake other duties from time to time as the Headmaster requires.

Manage accommodation

- Ensure a stimulating but safe working environment in which risks are regularly assessed.

ACCOUNTABILITY

Effective communication

- Provide reports on individual progress to the Headmaster and parents as required.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post

CONTRIBUTION TO SCHOOL LIFE

Pastoral duties

- Attend weekly assemblies.
- Take on break and lunch duties as required.
- To fully participate within the school house system.

Staff meetings and training

- Attend pre-term staff training and inset days.
- Attend the weekly after-school staff meeting as required.

School events

- Attend the school's annual Prize Giving ceremony
- A willingness to participate in whole school events eg summer fair etc.



- A willingness to support off site academic activities (geography fieldtrips for example where less able pupils may need to support).