



Job Description

1-1 Learning Support Assistant

Hours: 16 hours per week, over 3–4 days / precise pattern TBC and negotiable

The school operates during Camden term times only; no staff holidays allowed during this time.

Contract type: Fixed term to the end of July 2024

Holidays: Camden school holidays, as we operate in term times only. Staff are not allowed to take holidays during term times.

Location

North London: Tufnell Park NW5

Pay

£15.00—£16.50 per hour (dependent on experience)

Contract type

Permanent

Job description

At Wildwood Nature School we are passionate about learning through play (especially outdoors), and the positive effect it has on children. We love being in the woods or on the Heath with the children. To join our team you will need to share this passion and be committed to working hard to ensure that the children have the best experience possible every day they are with us, and that we make the most of our amazing setting in the woods.

The job

Our 1-1 SEND support practitioners play a key role. They support children who have significant additional needs that can't be met by the regular school provision. 1-1 practitioners can, and do of course, interact and support other children, but their key job is to support the enjoyment, learning and development of the child to whom they're assigned, through gaining a deep understanding of the person they are supporting and delivering a tailored, planned approach and programme of activities.

They do not have key children but could be asked to take responsibility for groups of children for parts of the day and cover a group for a whole day when a practitioner is absent.

This role is a very special opportunity to make a huge positive difference to the life of a child who, for a range of reasons, may be struggling that bit more than their peers to engage with and enjoy all that school and the world has to offer. We have lots of children who find that the outdoor setting supports their needs much better than an indoor space, which gives us an incredible opportunity to create a setting that integrates and celebrates neurodivergence.

Role and duties

Specific to the role of 1-1

- Get to know your child – learn all about them and how best to support them. Celebrate them - the unique way that their brain works, their strengths, and each step of their development.
- Be proactive in learning about your child's specific needs and how to apply that learning to create a learning approach and environment that best enables them to enjoy their time at school and to develop according to their needs.
- Work with the Special Educational Needs Co-ordinator (SENCo) to feed into support plan reviews and report back at review meetings
- Deliver planned activities and interventions reliably and accurately.
- Interact with your child in a way that best supports them. Take advice from the SENCo and specialist about what this looks like for each child
- Be proactive and creative in implementing and adapting planning for your child – for example, support plans, EHCPs, provision maps.
- Create a safe and nurturing physical and emotional environment for your child.
- Be the expert on your child and advocate for them
- Build a positive, collaborative relationship with the parents of your child. Be proactive in giving feedback and supporting the parents, and listen and use feedback and ideas that they come with. Speak sensitively and thoughtfully to parents about their children, with support from the SENCo
- Complete assessments of the child with support from SENCo

General for all practitioners

- Ensure safeguarding and health and safety policies and procedures are adhered to and applied at all times.
- Ensure the children in our care receive appropriate care, kindness and supervision at all times.
- Through sensitive and careful interactions (talking, listening, teaching, observing) support the children in setting and achieving their own aims, and extend and challenge their understanding and knowledge in all areas of learning.
- Demonstrate high expectations of the children in all aspects of their development, from self care to communication and language.
- Form close, caring and appropriate relationships with the children in your care.
- Form positive and constructive relationships with parents of our children.
- Carry out observations on key children and keep their assessment profiles up to date as an accurate reflection of their development.
- Ensure that all children are offered equal opportunities.
- Contribute as part of the team to the planning and provision of activities.
- Communicate with and contribute to the team in a positive and professional manner at all times.
- Carry out all duties and planned activities to a high standard every time.

Who should apply?

At Wildwood Nature School we look first for the right kind of committed, passionate person, who believes in our ethos and the school concept.

To work at Wildwood Nature School you must be someone who:

- Is truly passionate about learning through play. This is done both indoors at our base in Tufnell Park and outdoors at a variety of sites including Queen's Wood and Hampstead Heath.
- Loves working outside in all weathers and genuinely wants to be outdoors for most of the day, all year round.
- Loves working with young children and cares first and foremost about their emotional and physical wellbeing.
- Understands the importance of keeping children safe and of helping create a safe environment through good safeguarding practices.
- Is good at talking with children in a way that engages and values them, and promotes and extends their learning.
- Will promote the values and ethos of Wildwood Nature School through their interactions with everyone – children, parents, other staff, people we meet in our community etc.
- Can be positive, enthusiastic and professional every day they come to work.
- Is organised and able to work effectively as part of a team, and who will follow policies and carry out duties and planned activities reliably and to a high standard every time.
- Is proactive and assumes responsibility without needing to be asked, and, if necessary, has the ability to lead and motivate others in a particular aspect of the provision.
- Feels strongly about inclusion and equality of opportunity of children with SEND, who will champion the children in their care and support them to access the curriculum and environment

Required skills and experience

You must have:

- Worked with primary aged children in a learning environment.

Desirable:

- An understanding of the benefits of outdoor play and education for all children, especially those with SEND.
- At least a basic knowledge of the plants and animals of our woodland environment and an interest in building on that knowledge.
- An ongoing working knowledge of the Early Years Foundation Stage and current good practice.

Ideally you will have either a Level 3 childcare qualification or equivalent and have had experience working with children with additional needs. However, if you have no formal qualifications or direct SEND experience we will consider employing you if you have some experience and can you demonstrate to us that you can interact in the right way with the children (kind, caring, understanding, sensitive, enriching), embody our ethos, learn and develop into an exemplary practitioner, and be a good fit with our team. We will be happy to invite you to a session to meet the children and demonstrate your skills.

Wildwood Nature School is committed to providing equal employment opportunities and promoting diversity within the workplace. All qualified applicants will receive consideration for employment without regard to race, colour, religion, sex, national origin or disability.

Wildwood Nature School is committed to safeguarding and promoting the welfare of children. We undertake safeguarding checks on all workers in accordance with the DfE statutory guidance 'Keeping Children Safe in Education', this may also include an online search as part of our due diligence on shortlisted applicants.

** We can offer training opportunities based on the needs of specific children, both in understanding their needs better and in relevant interventions