

T H E L O N D O N O R A T O R Y S C H O O L
Seagrave Road, London, SW6 1RX
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The school is a Roman Catholic school in the trusteeship of the Fathers of The Oratory, London. There are around 1330 pupils, 80 boys aged 7 to 10 in the Junior House receiving a specialist music education, 900 boys aged 11 to 16 in the first to fifth forms and 350 in the sixth form, including 80 girls.

This school is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share in this commitment. The successful applicant will need to undertake an Enhanced Disclosure from the Disclosure and Barring Service.

HIGHER LEVEL LEARNING SUPPORT ASSISTANT
(With responsibility for transitions)

OVERRIDING REQUIREMENTS

Terms of the engagement

The appointment is subject to the provisions of the Handbook for Non-teaching Staff.

The standard hours of the post are 37.5 hours a week (excluding a one hour mid-day break each day) in term time (38 weeks per year plus INSET days) from 8.00am to 4.30pm. This is a term-time position.

Job title

Learning Support Assistant

Salary

£24,340 - £25,941 per annum (term-time only, pro-rata amount), depending on experience, to be paid into the employee's bank account in twelve equal payments on the last working day of each calendar month.

Responsible to:

Head of Learning Support

Accountable to:

Director of Finance and Premises

JOB DESCRIPTION

Job Purpose

To provide support for pupils, staff and the school to foster the effective participation of pupils in the social and academic life of the school, enabling pupils to become independent learners and raising their standards of attainment.

Role and responsibilities:

- Work with the Head of Learning Support to plan for all aspects of transition for pupils with SEND. This will include transitions between schools, key stages, etc.
- Liaise with Primary Schools and colleges regarding the transitions of most vulnerable pupils. This will include the pupils who transition in and out of the school.
- Devise relevant transition programs and plans, coordinate transition events.
- Supervise the development of Pupil Profiles for pupils who transition from another school ensuring that teaching staff is made aware about the needs of the new pupils they teach.
- Contribute in the development of Individual Learning Plans.
- Liaise with relevant staff across the school regarding school trips and educational visits to ensure that specific pupils with SEN and disabilities are provided with appropriate alternative arrangements when necessary.
- Implement performance management procedures for Learning Support Assistants.
- Implement a Training and Development Programme for Learning Support Staff.
- Mentor learning support staff to help identify strengths and areas for development.
- Support individuals or groups of pupils, including more specialised support for those with special education needs.
- Provide general support for the school in the management of pupils and resources
- Contribute in monitoring the progress of pupils with SEND towards achieving their individual learning targets.
- Supervise target setting and harvesting data for pupils with SEND prior to termly and annual review meetings.
- Supervise running daily interventions for pupils with SEND.
- Undertake routine administrative work associated with the post (e.g. daily cover/timetable changes, updating records, information and data, producing analysis and reports for interventions).
- Follow the direction of the Head of Learning Support.

Support for Pupils

- Supervise and provide particular support for pupils, including those with Special Needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Provision Maps.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Know and understand your safeguarding responsibilities.

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.

- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Invigilate exams and continuous assessment tests.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3; recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Other requirements

- Educated to degree level (preferably in a subject relevant to the position)
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required, including driving a minibus if qualified, and take responsibility for a group under the supervision of the teacher.
- To attend and participate in staff meetings.
- To participate in training and performance management as required.
- To be able to obtain or have an up-to-date Enhanced DBS Certificate.

At a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and as new needs arise. The duties above are neither exclusive, nor exhaustive and the post holder may be required to carry out other duties as required.