[](http://western.n-yorks.sch.uk/) 

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| **JOB PROFILE** | | | |
| **Job Title:** | Learning Support Assistant Early Years  (Nursery or Reception) | **School/Department:** | Western Primary School |
| **Salary Grade:** | Band 4 | **Working Hours:** | Part 26 hours per week  GTA 08:30am-11:30am (Mon-Thurs)  11:30-12:00- (lunch unpaid)  GTA 12:00 p.m.-3.30 p.m.(Mon-Thurs) |
| **Contract Type:** | Fixed term | **Location:** | Harrogate |
| **Responsible to: Headteacher &Senior Leadership Team** | | | |
| **Role summary:**   * To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person * To support the class teacher and work under his/her direction in providing for the needs of all pupils * To support pupils during the lunch hour as directed by the senior midday supervision * To support and model play with young children * Is keen to develop their role within the team with flexibility to meet the changing needs of children within our school * To support individuals, children with SEND (1:1) and small groups of children within our Early Years classrooms * To support children’s outdoor learning * To be able to provide high quality interactions with children   **Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.** | | | |
| **Special conditions of service:**  No smoking policy, including e-cigarettes. | | | |
| **Role specific responsibilities:**   * To support children consistently whilst recognising and responding to their individual needs. Interact with children in a manner that supports the development of their ability to think, learn & develop * To encourage children of all ages to interact and work co-operatively with others and engage all children in activities * To establish productive working relationships with children, acting as a role model and setting high expectations * To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher * To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person * Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested * Observe a child’s behaviour, understand its context and notice any unexpected changes – to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices * To encourage children of all ages to interact and work co-operatively with others and engage all children in activities * To contribute to a programme of activities that meet the individual needs and interests of children in conjunction with other team members * To make assessments and keep records of your key children’s development, and future developments of all key children, to share with parents, carers and other key adults in the child’s life as appropriate   **RK People responsibilities:**   * Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required | | | |

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| * Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person * Contribute to ensuring safeguarding procedures are in place and used effectively at all times   The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role. | | |
| **Red Kite Mission, Values & Leadership Expectations Our Trust Mission**  Nurturing ambition, delivering excellence and enriching children’s lives  **Our Trust Values**  **Collaboration:** we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective  **Integrity:** we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice  **Respect:** we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other  **Our Leadership Expectations**  **Coach your Team:** our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively  **Lead with Respect:** our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities  **Challenge for Excellence:** our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement | | |
| **PEOPLE PROFILE** | | |
| **Aptitudes and Characteristics** | **Essential** | **Desirable** |
| Ability to work flexibly and collaboratively as part of a team as well as on own | \* |  |
| Ability to communicate and influence effectively with colleagues at all levels | \* |  |
| A commitment to our mission and values demonstrated by current practice | \* |  |
| Working in a classroom environment or appropriate experience working with children in an education setting | \* |  |
| Have an enthusiasm for and an active interest in children’s learning and play | \* |  |
| Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents | \* |  |
| An understanding of the strategies that can be used to reduce the barriers to learning | \* |  |
| Willingness to undertake training | \* |  |

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| **Qualifications, Knowledge and Experience** | **Essential** | **Desirable** |
| Experience of delivering evidenced based interventions and accelerated learning | \* |  |
| A level 2 or 3 qualification relevant to Early Years | \* |  |
| Working knowledge of relevant policies, codes of practice and legislation. | \* |  |
| Knowledge of and committed to behaviour management techniques & child protection / health and safety policies & legislation. | \* |  |
| Working knowledge of national curriculum and other relevant learning programmes/strategies | \* |  |
| **Safeguarding and Promoting the Welfare of Students** | **Essential** | **Desirable** |
| An appropriate motivation to work with children and young people | \* |  |
| Ability to maintain appropriate relationships and personal boundaries with children and young people | **\*** |  |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline | **\*** |  |