





To inspire, enrich and nurture so each individual reaches their full potential

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Principal: Mrs Victoria Hobson

The HCFS is a company limited by Guarantee Registration number 07648654

## Learning Support Practitioner

### Job details

<b>SALARY RANGE:</b>	£24,027 - £26,835 (Full Time Equivalent) £16,709 - £18,661 (Actual Salary)
<b>CONTRACT TYPE:</b>	Permanent
<b>RESPONSIBLE TO:</b>	Phase Leader
<b>ACCOUNTABLE TO:</b>	Principal
<b>HOURS OF WORK:</b>	8:30-3:00pm <ul style="list-style-type: none"><li>Monday to Friday (30 hours per week with a 30-minute unpaid lunchbreak)</li><li>Term time only + 5 INSET Days (paid for 44.6 weeks per year)</li></ul>

### Main Purpose

The role of our Learning Support Practitioner is to support the teachers to:

- Work with class teachers to raise the learning and attainment of pupils;
- Promote pupils' independence, self-esteem and social inclusion;
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

### Key Responsibilities

Duties will include:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND);
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning;
- To work with another member of the learning support practitioner team to deliver learning experiences to a class of pupils (using planning that has been provided) when a teacher is undertaking non-contact time;
- Use effective behaviour management strategies consistently in line with the school's policy and procedures;
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment;
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment;
- Observe pupil performance and pass observations on to the class teacher;

- Supervise a class if the teacher is temporarily unavailable;
- Use ICT skills to advance pupils' learning;
- Undertake any other relevant duties given by the class teacher;
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role;
- Read and understand lesson plans shared prior to lessons, if available;

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of school;
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.

### **Communication**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher;
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision;
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers;
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with;
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Develop effective professional relationships with colleagues.

### **Health and Safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy;
- Look after children who are upset or have had accidents.

### **Professional Development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies;
- Work with the Designated Safeguarding Persons (DSPs) to promote the best interests of pupils, including sharing concerns where necessary;
- Promote the safeguarding of all pupils in the school.

### Other Requirements

The Learning Support Practitioner must be willing to work as part of a team, be flexible in their approach, demonstrate patience and understanding of a young child's needs and have a sense of humour.

Attendance at professional development days or staff meetings will be necessary from time to time during the year. The learning support practitioners will be expected to attend relevant training courses in order to enhance his/her own professional development and to keep up to date with leading edge practice.

The learning support practitioner will participate in the performance management appraisal system, designed to highlight future professional development.

*This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and task but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.*

## Person Specification

Criteria	Essential Qualities	Desirable Qualities	Method of Assessment
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people</li> <li>• Experience planning and delivering learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• First-aid training, or willingness to complete it</li> <li>• Recent training/knowledge to support Special Educational Needs</li> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>	A
<b>Skills, knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to build effective working relationships with pupils and adults</li> <li>• Skills and expertise in understanding the needs of all pupils</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• Excellent verbal communication skills</li> <li>• Active listening skills</li> <li>• The ability to remain calm in stressful situations</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of effective teaching methods</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>	A/I
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Capacity to inspire, motivate and challenge children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• An excellent attendance record</li> </ul>	A/I/R

