



**JOB DESCRIPTION: Learning Support Assistant – Behaviour & Wellbeing**

**SCHOOL:** This post is centrally appointed to The Pioneer Learning Trust and based at Chantry Primary Academy.

**JOB PURPOSE:** The Teaching Assistant will provide support within our Wellbeing Team for pupils with challenging behaviour, linking with other behaviour support staff to support all pupils attending the school, working in a way which supports the ethos, aims and vision of the school.

**RESPONSIBLE TO**: Deputy Head of School

**GRADE:** L3

**PRINCIPAL RESPONSIBILITIES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  |  | | --- | --- | --- | |  | * Provide support in classrooms, working on a one-to-one or small group basis to provide guidance in learning activities provided by teaching staff, contributing to planning as required |  | |  | * Provide support to pupils, as directed by the class teacher, within mainstream classrooms |  | |  | * Employ a range of strategies, in accordance with behaviour programmes and school policies, to manage the behaviour and learning needs of pupils |  | |  | * Work under the direction of the Deputy Head of School to deliver individual and small group support programmes, e.g. mentoring sessions, social skills, anger management groups, aimed at raising the self esteem of pupils |  | |  | * Under the direction of the Deputy Head of School, develop and maintain supportive relationships with parents, carers and others of the pupils’ community. Work collaboratively with other agencies and professionals, as necessary, to meet the needs of individual pupils. |  | |  | * Assist in general classroom preparation – i.e. putting up displays, organising resources, photocopying, helping to maintain the order and cleanliness of the classroom environment, sometimes involving pupils |  | |  | * Accompany school outings, including local visits, whole day visits and swimming, assisting in the supervision of all pupils |  | |  | * Organise a ‘lunch club’ at lunchtime, providing a variety of activities for a small group of pupils |  | |  | * Provide feedback to other staff on pupils’ behaviour and progress |  | |  | * Undertake regular training in order to develop and refine strategies for managing the behaviour of pupils, including the use of positive handling strategies |  | |  | * Respect and Maintain confidentiality |  | |
|  | **DIMENSIONS:**  **Supervisory Management**: None  **Financial Resources**: None  **Physical Resources**: Classroom Materials, equipment and resources  **Other:** N/A  **CONTEXT**: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.  **Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**  **Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk** |
|  | **Physical Effort:** N/A  **Working Environment:** There could be a need to deal with vomit and bodily fluids when children are unwell.  *The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Criminal Records Bureau. CVs will not be accepted for any posts based in schools.* |

**Person Specification**

This acts as selection criteria and gives an outline of the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected.

Desirable (D):- useful for choosing between two good candidates.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | A minimum of 6 months previous employment experience of working in a school is essential to this role.  Some experience of planning, monitoring and assessment of pupils’ learning. | 1,2  1,2 | Experience of working with children with challenging behaviour or special educational needs. | 1,2 |
| **Skills/**  **Abilities** | Able to contribute constructively to and work effectively as a member of a team.  Able to work on own initiative with parents/carers and the child’s community within an agreed framework and set of objectives.  Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.  Able to contribute to the support of children in all areas of personal and educational development.  Able to keep accurate records.  Able to support learning in English and maths across the primary age range.  Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English | 1,2  1,2  1,2  1,2  1,2  1,2  1,2,5 | Good ICT skills to produce reports and communications to parents and professionals. | 1,2 |
| **Competencies** | Able to demonstrate appropriate motivation to work with young people.  Able to form appropriate relationships with young people.  Emotional resilience in working with challenging behaviours. | 1,2  1,2,5  1,2 | Appropriate attitudes to use of authority and maintaining discipline. | 1,2 |
| **Equality Issues** | Able to recognise common forms of discrimination and to report this if detected.  Some understanding of the issues in an urban multi-cultural context. | 1,2  1,2 | An appreciation of the causes for and the strategies used to manage challenging behaviour | 1,2 |
| **Specialist Knowledge** | An appreciation of the way in which children learn.  An understanding of the need to safeguard children and safeguarding procedures | 1,2  1,2 | Training/qualification in the use of positive handling or physical intervention techniques. | 1,2 |
| **Education and Training** | Able to commit to relevant job training.  GCSE A-C grade in English and Maths  Qualification to NVQ 3 or significant relevant experience and a willingness to work towards level 3 qualification | 1,2  1,2,4  1,2,4 |  |  |
| **Other Requirements** | A desire to maximise the inclusion of children with challenging behaviour within mainstream classrooms. | 1,2 |  |  |

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that The Pioneer Learning Trust policies are reflected in all aspects of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998).

*‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*‘CVs will not be accepted for any posts based in schools.*