



Farnham Primary School

Part of Pennine Academies Yorkshire

Recruitment Pack

Learning Support Assistant (Part-Time)

To start November 2024

Acting Headteacher: Mrs S Keenan

Farnham Primary School - 01274 573297

Learning Support Assistant - Permanent

12.5 hours per week (actual salary £6,543.00 - £6,764.00)

Band 5 SCP 4 - 6, Term-time only

Working Pattern: Thursday & Friday, 8.30am - 3.15pm



Farnham Primary School are looking for an inspirational Learning Support Assistant to join our staff team. Are you keen to teach in a large, vibrant and energetic primary school? Are you passionate about inclusion and equality of opportunity for all pupils? Are you an outstanding practitioner with a real passion for exciting teaching and learning? You will join a team to provide support in the classroom including support for SEND pupils.

As a Learning Support Assistant at Farnham Primary, we will offer you:

- ✓ A positive and thriving working environment
- ✓ A straight talking and energetic team with a great sense of humour
- ✓ Access to CPD opportunities
- ✓ Children who are well behaved and motivated to learn

What Ofsted say about our school (November 2023):

'The school has high ambitions for all pupils. There is a clear aim for pupils to achieve well during their time in the school. The school's curriculum has been designed with this in mind.'

Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications regardless of age, gender, ethnicity or religion.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 01274 573297 or l.ridley@fps.paymat.org

The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK. This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Closing Date: 25 October 2024 at 12pm

Interview Date: w/c 11 November 2024

JOB DESCRIPTION – LEARNING SUPPORT ASSISTANT

Salary: Band 5, SCP 4-6

Date: October 2024

Responsible to: Headteacher / SLT / Teacher

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and

behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.

- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate statutory tests and undertake routine marking of pupils' work, including recording simple observations of children's performance where appropriate, e.g. Early Years, SEND pupils.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.

- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work cooperatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against predetermined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS2, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously with minimal effort
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required)

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK

PERSONNEL SPECIFICATION
Essential Criteria
Grade C/4 GCSE English and Maths or equivalent
Education and Training:
Evidence of further professional development
Other relevant qualifications

Relevant Experience:
Experience of working in a team situation
Experience of working with or caring for children of relevant age
Experience of working with pupils with additional educational needs
Experience of working in a relevant discipline
Skills and Aptitudes:
Commitment to the safeguarding and promoting the welfare of children and young people
Ability to communicate effectively, both written and oral, with a wide range of people
Stamina and resilience
Ability to foster excellent relationships with pupils
Ability to promote inclusion at all times
Good ICT, numeracy and literacy skills
Ability to use relevant equipment/resources
Ability to self-evaluate learning needs and actively seek new learning opportunities
An understanding of the needs of a multicultural society
Ability to understand classroom roles and responsibilities
Excellent organisational and problem solving skills with the ability to work proactively and independently
Problem solving skills
Knowledge of the school's relevant procedures or practices
Good communication skills
Ability to relate well to pupils and adults
Ability to work constructively as part of a team
Ability to remain calm under pressure
Demonstrate a commitment to working with children of the relevant age
Demonstrate good co-operative, interpersonal and effective listening skills
Maintain confidentiality in matters relating to the school, it's pupils, parents or carers
Ability to perform all duties and tasks with reasonable adjustments where necessary
Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties
In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level