



# **RECRUITMENT PACK**

## **LEARNING SUPPORT ASSISTANT / 1:1**





## **Learning Support Assistants/1:1 Wanted**

### **SCP 3-4**

**27 hours 5 minutes Hours TTO**

**Fixed Term to start October 2021**

*Are you committed to improving pupil outcomes? Hardworking with a sense of humour?  
We are looking for Learning Support Assistant / 1:1 to join our driven and passionate team from October 2021.  
If you are ready for the challenge of a 2 form entry, forward thinking primary school then come and join us, as we  
continue our journey to Good.*

*You will need to be passionate, resilient and with the highest of expectations of our pupils as well as the  
ability to work as part of a flexible, happy team. The role in the first instance, is likely to include working 1:1  
with a child with a SEND need.*

#### ***What Ofsted (January 2019) say:***

- New leaders are now creating an ambitious and united culture of improvement
- Pupils spoke confidently and happily about their learning.
- Pupils' attitudes to learning seen during the visit were positive and pupils were engaged in their lessons

#### ***As one of our staff we can offer you:***

- ✓ *Children who are motivated to learn*
- ✓ *Weekly Staff Development Meetings*
- ✓ *The support of working alongside other experienced teachers*

#### ***Ready for the challenge?***

If you are interested, please ask for us to email you an application pack

Contact: [j.pulford@ghps.paymat.org](mailto:j.pulford@ghps.paymat.org) or Mob: 07423 719796

Website: [www.grovehouseprimary.co.uk](http://www.grovehouseprimary.co.uk) Telephone: 01274 636921

Myers Lane, Bradford BD2 4ED

**Closing date: Monday 27<sup>th</sup> September 2021**

**Interview: Week commencing 27<sup>th</sup> September 2021**

*Grove House is committed to safeguarding and promoting the welfare of children and  
young people and expects all staff and volunteers to share this commitment*



# JOB DESCRIPTION – Learning Support Assistant/1:1

*We are looking for a fantastic Learning Support Assistant /1:1 who will make an impact on the outcomes for our children. The role in the first instance, is likely to include working 1:1 with a child with a SEND need.*

*The successful candidate(s) will have to meet the requirements of the person specification and will be subject to a DBS check. We welcome applications regardless of age, gender, ethnicity or religion.*

## **Grove House Primary School is committed to the protection and safety of its pupils**

**Job Title/Post:** Learning Support Assistant / 1:1

**Salary:** SCP 3/4

**Responsible to:** Senior Leadership Team

The following information is furnished to help staff and those people considering joining the Pennine Academies Yorkshire to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- Whilst every endeavour has been made to outline all the 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 description.
- Staff 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 both in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed 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 undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

### **Supervisory and Managerial Responsibilities:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working

### **Supervision and Guidance:**

To work under the instruction/guidance of teaching/senior staff.



### **Range of Decision Making:**

To make decisions using initiative within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

### **Responsibility for Assets, Materials etc:**

- To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### **Contacts:**

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

### **Please note:**

This job description is subject to an amendment Document. Reviews will normally take place at the end of an academic year or earlier where necessary; and following consultation with yourself.

### **RANGE OF DUTIES:**

#### **1. SUPPORT FOR PUPILS**

- 1.1 Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

#### **2. SUPPORT FOR THE TEACHER**

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 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
- 2.5 Establish constructive relationships with parents/carers.

- 2.6 Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.7 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.8 Assist with the planning of learning activities.
- 2.9 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

### 3. SUPPORT FOR THE CURRICULUM

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

### 4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- 4.9 To support, uphold and contribute to the development of the Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Personal specifications	E=Essential	D=Desirable
<b>Experience</b>		
● Experience of working in a team situation.		D
● Working with or caring for children of relevant age or relevant experience eg ● voluntary organisation, parental caring responsibility.		D
● General technical / resource experience.		D
● Clerical / administrative experience.		D
<b>● Qualifications</b>		
● GCSE English and Maths at Grade C or equivalent eg. Adult Literacy/Numeracy at ● level 2		E
● Qualifications relating to post eg. health, children, practical skills, first aid.		D

<b>● Training</b>	
● Willingness to participate in development and training opportunities.	E
● Completion of DfES Teacher Assistant Induction Programme.	D
<b>● Special Knowledge</b>	
● An understanding of the needs of a multicultural society.	D
● An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.	D
● Knowledge of childcare.	D
● Awareness of child development.	D
<b>● Equality</b>	
● Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices.	E
<b>● Disposition/Adjustment and Disposition</b>	
● Ability to relate well to pupils and adults.	D
● Work constructively as part of a team.	D
● Ability to remain calm under pressure.	D
● Demonstrate good co-operative, interpersonal and effective listening skills.	D
● Demonstrate a commitment to working with children of the relevant age.	D
● Good sense of humour	D
● Flexibility and willingness to accept change.	D
● Approachable, courteous and able to present a positive image of the school to callers and visitors.	D
● Maintain confidentiality in matters relating to the school, its pupils, parents and carers.	D
● Ability to understand classroom roles and responsibilities and your own position within these.	E
<b>● Practical and Intellectual Skills</b>	
● Good numeracy/literacy skills.	E
● Keyboard / computer skills.	E
● Ability to use relevant technology after training if required	E
<b>● Circumstances- Personal</b>	
● Will not require holiday leave during term time.	E
● No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E
● Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E
● If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)	E
● Willing to complete a First Aid course	E
<b>● Physical/sensory</b>	
● Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.	E
● Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	E
● For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices.	E