

## Job Description

Establishment: <b>Heanor Gate Science College</b>
Post Title: <b>Learning and Progress Assistant</b>
Grade/Pay Range: <b>NJC11-14</b>
Hours/weeks: <b>Full time 37 hours per week, term time only</b>
Reporting to: <b>Senior LPA and SENDCO</b>
Department/Team: <b>Inclusion and Intervention</b>

### Overall Purpose of Post

To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures. To provide support to pupils in a particular curriculum area across the school or support pupils with varying degrees of learning, behavioural, communication, social, sensory or physical difficulties. To play an integral part in ensuring students with any degree of SEND meet targets and progress in line with students not on the SEND list To work within the Inclusion and Intervention Faculty as part of a larger team in 'Closing the Gap'

### Main Duties and Responsibilities

#### ALL SUPPORT STAFF AT HEANOR GATE SCIENCE COLLEGE ARE REQUIRED TO:

- 1) Work towards and promote the School Vision and the current school aims outlined in the School Improvement Plan.
- 2) Work term time only for a 37 hour week.
- 3) Undertake professional development activities to enhance personal development and job performance, through provision of training or mentoring.
- 4) Comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 5) Participate in appropriate meetings with staff and senior management.
- 6) To adhere to existing working practices, methods, procedures, undertake relevant training and development activities and to respond positively to new and alternative systems.
- 7) To adhere to school policies on equality and diversity.
- 8) Use all Trust standard computer hardware and software packages where appropriate.

#### GENERAL DUTIES & RESPONSIBILITIES:

- Provide particular and skilled support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties.
- Provide particular and skilled support to all pupils in a variety of learning areas.
- Lead literacy, spelling and social skills lessons for a small group of students. Students in Years 7-9.
- Cover small intervention groups.
- Work with and have accountability of students learning and progress, for all students for whom you provide support or are Keyworker.
- Plan and prepare differentiated resources which will 'close the gap' of students on a caseload
- Working with individuals or small groups of children under the direction of teaching staff.
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Establish positive relationships with supported pupils.

- Provide feedback to pupils and any relevant stakeholders in relation to attainment and progress under the guidance of the teacher.
- Support pupils with activities which support literacy and numeracy skills
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use.
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Promote positive pupil behaviour in line with school policies and help keep pupils on task.
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required.
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher/Line manager.
- To support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Undertake relevant first aid training as directed by SLT and be a point of contact for first aid issues with students
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To supervise pupils for limited and specified periods including break-times when the post holder should facilitate games and activities within the 37hr week
- To assist with escorting pupils on educational visits
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms in liaison with unions.

## General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:

Signature:

Date:

## Person Specification

	Essential	Desirable
<b>Qualifications and experience</b>		
<ul style="list-style-type: none"> <li>Recent experience of working with students</li> <li>Working with students with a variety of SEN or additional needs</li> <li>Leading small groups of students on your own.</li> <li>Good standard of education, especially with regard to literacy and numeracy skills</li> <li>GCSE Maths and English grade C or equivalent</li> <li>NVQ Level 3 or 4 for Teaching Assistants</li> </ul>	E   E E	D D   D
<b>Knowledge and skills</b>		
<ul style="list-style-type: none"> <li>Ability to work calmly under pressure</li> <li>Ability to communicate clearly, both orally and in writing appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals</li> <li>Ability to work collaboratively with others</li> <li>Ability to building form good relationships with students, parents/carers and colleagues</li> <li>Ability to work within school bases systems and specified timelines</li> <li>Ability to proficiently use office computer software, including word processing, spreadsheets, databases and internet systems</li> <li>SIMS management information system</li> <li>Academy procedures</li> </ul>	E  E E E  E E E E	
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>Excellent interpersonal skills with the ability to maintain strict confidentiality</li> <li>A diplomatic and patient approach</li> <li>Initiative and ability to prioritise own work and that of others to meet deadlines</li> <li>Efficient and meticulous in organisation</li> <li>Able to follow direction and work in collaboration with the leadership team</li> <li>Able to work flexibly, adopt a hands on approach and respond to unplanned situations</li> <li>Inclusion and a positive "can do" approach to learning</li> <li>Ability to evaluate own development needs and those of others and to address them</li> <li>Commitment to the highest standards of child protection and safeguarding</li> <li>Recognition of the importance of personal responsibility for health and safety</li> <li>Commitment to the Trust's ethos, aims and whole community</li> </ul>	E E E E E E  E E E E E E	