

# **Secondary Maths Learning Support Assistant – KS3-KS4**

## **Job Description and Person Specification**

### **Salary & hours**

Temporary post (maternity cover), part-time

FTE Salary: £24,925; Pro-rata annual salary £10,450, Monthly salary £870.84

Part-Time: 5 days per week, 19 hours, term-time only plus 5 additional INSET days

\*Opportunity for paid lunch supervision available 4.75 hours per week, Monthly salary £206.73

### **Primary Objective**

This important role involves building excellent relationships with pupils in order to support them to overcome barriers to learning and reach their full potential. The successful candidate will have an understanding of the requirements for maths at KS3-4; will be proactive in supporting the teacher in preparing, developing, maintaining and delivering appropriate resources and strategies to assist in teaching maths at KS3-4.

The successful candidate will dynamically support teaching and learning in this specialist area through in-class support and by leading intervention groups up to GCSE foundation level and will be willing to cover lessons if required.

The successful candidate will work proactively and professionally with pupils, other staff, parents/carers, governors and external agencies in the best interests of pupils; taking responsibility for promoting and safeguarding the welfare of young people within the school whilst maintaining the school's positive ethos and promoting the values of the school.

### **Roles and responsibilities – Pupil development & wellbeing**

1. Commit to and promote the approaches of Consciousness-based Education (training will be provided)
2. Form and maintain appropriate, professional relationships and boundaries with pupils and parents.
3. Contribute to the health and wellbeing of pupils



- Understand the needs of the pupils in the school
  - Give positive encouragement, feedback and praise to reinforce and sustain pupils' efforts and to develop self-reliance and positive self-esteem
  - Recognise signs of pupil discomfort/stress and offer reassurance
  - Report illness, or suspected, to the appropriate staff
  - Report safeguarding concerns to the appropriate staff
4. Be aware of, and implement as necessary, strategies to assist the pupil to respond positively to learning maths
  5. Employ strategies agreed by school to raise self-esteem, such as rewards systems
  6. Provide a written record on the effectiveness of support/intervention strategies adopted, where required

### **Roles and responsibilities – Teaching & learning**

1. Have the skills necessary to support the use of ICT in learning activities and to develop, maintain and deploy learning aids and materials
2. Have the skills necessary to contribute to the planning of teaching and learning for small groups on a short, medium and long-term basis
3. Be competent and experienced in supporting individuals and small groups to access and progress in maths
4. Mark and assess pupils' work under the direction of the class teacher, as required
5. Provide individual support, as required, during examination sessions.

### **Roles and responsibilities – Professional development:**

1. Learn and regularly practise Transcendental Meditation and engage in any training provided to expand knowledge of Consciousness-based Education
2. Comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment, including attending Safeguarding training as required.
3. Undertake CPD opportunities provided by the school
4. Where appropriate, take part in the professional development of others
5. Take part in the school's appraisal procedures



### **Roles and responsibilities – Personal & professional conduct**

1. Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, including maintaining confidentiality at all times.
2. Have proper and professional regard for the ethos, policies and practices of the school, as outlined during the school's induction process, and maintain high standards of attendance and punctuality

### **Roles and responsibilities – General:**

1. Have a caring and positive attitude
2. Be well organised, but flexible
3. Communicate effectively with the pupil, parents, teaching staff and external agencies, as required
4. Accompany the class teacher and pupils on educational visits, as required

### **Person specification**

| Criteria                      | Qualities                                                                                   | Essen<br>tial                       | Desir<br>able                       |
|-------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| Qualifications and experience | Knowledge and/or experience of the KS3-4 maths curriculum and GCSE requirements.            | <input checked="" type="checkbox"/> |                                     |
|                               | Experience of working with children/young people.                                           | <input checked="" type="checkbox"/> |                                     |
|                               | Experience of working with children with special needs.                                     |                                     | <input checked="" type="checkbox"/> |
|                               | A good standard of written and spoken English.                                              | <input checked="" type="checkbox"/> |                                     |
|                               | TA-specific qualification equivalent to at least NVQ Level 3.                               |                                     | <input checked="" type="checkbox"/> |
|                               | Recent experience of working in a school.                                                   |                                     | <input checked="" type="checkbox"/> |
|                               | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | <input checked="" type="checkbox"/> |                                     |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                |                            |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------|
|                      | First aid training / training in specific medical procedures as appropriate or willingness to undertake training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                | ☒                          |
| Skills and knowledge | <p>Proven successful experience working with or caring for children/young people in any setting.</p> <p>Proven successful experience working within a school.</p> <p>Proven successful experience working with children/young people with SEND.</p> <p>An understanding of the varied needs of children/young people as they develop socially, emotionally and academically.</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Knowledge of effective, and positive, behaviour management strategies</p> <p>Good ICT skills, particularly using ICT to support learning</p>                                     | <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p> | <p>☒</p> <p>☒</p> <p>☒</p> |
| Personal qualities   | <p>Ability to evaluate own learning needs and actively seek learning opportunities.</p> <p>An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.</p> <p>Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with SEND.</p> <p>The ability to explain things clearly to support learners in making exceptional progress.</p> <p>The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</p> | <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p> <p>☒</p>                   |                            |



|       |                                                                                                                                        |                                     |  |
|-------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--|
|       | The ability to relate well to both children and adults.                                                                                | <input checked="" type="checkbox"/> |  |
| Ethos | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school                              | <input checked="" type="checkbox"/> |  |
|       | High expectations for children's attainment and progress                                                                               | <input checked="" type="checkbox"/> |  |
|       | Evidence of understanding and commitment to inclusion and respect for pupils' individual differences.                                  | <input checked="" type="checkbox"/> |  |
|       | Commitment to key school plans, policies and procedures, especially the Health and Safety Policy, Child Protection and Data Protection | <input checked="" type="checkbox"/> |  |
|       | A commitment to maintaining confidentiality at all times                                                                               | <input checked="" type="checkbox"/> |  |

**All appointments are subject to satisfactory references and enhanced DBS clearance.**