

Duties and Responsibilities:

Support for children's learning

Following work plans approved by the teaching staff, provide direct support for the learning of individual children or groups of children, including those with special needs, to achieve defined progression targets in a child's individual education plan and in class plans through:

- activities, interventions, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback to behaviour
- developing the physical, emotional and educational development of children
- supervising and encouraging safe behaviour of individual and groups
- analysis of achievement to develop reinforcement of structured learning habits which meets defined targets for accessing the curriculum

Support for the learning environment

Develop work plans, following guidance from the teaching staff, and prepare, store, retrieve, sort and display materials, finished work, equipment, topic work plans and/or assignment documents to provide an effective learning environment as determined by the teacher to:

- promote the required standards of achievement and performance, including feedback through structured assessment, for individuals and groups within the classroom
- support the development of continuous improvement in both personal performances in the job and the work of the team
- assist in the development, monitoring, reviewing and progression of children's learning plans
- support invigilation and assessment processes, recording, keeping and retrieving accurate records and following defined procedures
- assist in the supervision of the work of support staff colleagues / placement students, as required and defined by the line manager, to develop
- continuity and consistency in the work of the support team which achieves the attainment of standards in learning progress by the school required by the Head and Governors, the LA and the Office for Standards in Education [OFSTED]

Care and support for children

Attend to the day to day needs of children, inside and outside the classroom, by provision of personal, social, hygiene, welfare and behaviour support;

- intervention to promote the progress of individual children in attaining defined goals
- promoting effective pastoral care for individual children and groups, following defined procedures, and liaising with colleagues to create and retrieve
- accurate records to provide the basis for home/school liaison & contacts with other agencies
- reporting concerns about progress, identifying solutions, to the teacher
- assisting educational and therapeutic professionals in their delivery of specialist support programmed
- carrying out specified medical care procedures following direct specific training by a qualified practitioner

- assisting with the assessment by the teacher of individual children's development through observation, creation and retrieval of records, discussion
- with colleagues and teachers to promote the social, emotional and behavioural standards defined by school and LA policies and procedures.
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This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

Person Specification

Knowledge and Experience	Essential Desirable Advantageous
At least one year's experience of working effectively in a school setting or other activity working with children or young people	E
Capability to achieve GCSE grade C in English & Maths and NVQ Level 2 in a relevant field	E
Skills of empathy, listening, communication and responding with appropriate language to build rapport with children from a variety of ages, abilities and backgrounds	E
At least one year's experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection	E
GCSE Grade C or above (or equivalent) in English & Maths, plus at least three other academic subjects	D
Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression	D
Understanding of the role of the class teacher and of the parent in developing and maintaining an effective learning environment	D
Experience in working with students with higher levels of SEND particularly students with a diagnosis of ASD/ADHD	D
Knowledge of remedial first aid	D
Experience of working in a setting subject to Health & Safety, Hygiene, Child Welfare & Protection regulations	A
Experience in working with students with physical difficulties	A
Abilities and Aptitudes	
Aptitude to develop a knowledge of the role within an education environment	E
Flexible, adaptable and positive attitude to working in a structured environment Communication skills to promote and develop effective working with students, parents and colleagues.	E
The ability to contribute effectively to the workload and responsibilities of a team	D
Ability to work on own initiative, including recognition of when and how to refer issues elsewhere for effective resolution	D
Ability to carry out duties without supervision	A
Ability to communicate in a language other than English	A
A willingness to develop formal capability through achievement of NVQ Level 3 in an appropriate field.	A

Safeguarding Statement:

The Gatehouse Green Learning Trust is an equal opportunities employer in line with the 2010 Equalities Act. We welcome applicants regardless of any human difference. We are committed to safeguarding the welfare of children and expect all staff to share this commitment. An enhanced DBS check is required for the successful applicant.

The successful applicant will be required to undergo an enhanced DBS check. GGLT comprises Ashton Park School, the outstanding rated Redland Green School and three south Bristol primaries. Your contract of employment is directly with Gatehouse Green Learning Trust ("the Trust"). Your main place of work will be Redland Green School but you may be deployed to work at any school within the Trust and carry out those duties that may be reasonably required in relation to such deployment.