



WE ARE ASTREA

Learning Support Assistant
APPLICANT BRIEF

CASTLE ACADEMY
Part of
ASTREA ACADEMY TRUST





Open Letter from Executive Principal

Dear Candidate,

Thank you for your interest in this role within our school.

We are a small and friendly, family school who believe in giving children the best possible education and care so that they make a successful start on their learning journey.

You would be joining the school at an exciting stage in our development as we make the journey towards excellence. We are a small but highly committed staff who are looking for an enthusiastic and creative teacher to join our team.

The school is situated in the community of Conisbrough on the outskirts of Doncaster and benefits from good working relationships with parents and enthusiastic children.

If you follow this link it will take you to our website where you will find more information about the school. <https://www.astreacastle.org>

You are also most welcome to visit the school and/ or contact me at admin@astreacastle.org with any questions you may have.

I look forward to meeting you.

Ann-Marie Mason

Executive Principal at Castle Academy



JOB DESCRIPTION

SALARY	NJC (Point 5)
CONTRACT TYPE	Fixed Term Contract (July 2022, Term time)
HOURS PER WEEK	30 hours

Key Accountabilities

- To aid pupils to learn as effectively as possible both in group situations and independently by, for example:
- Liaising with class teacher, SENCO and other professionals about individual support plans (ISPs), contributing to the planning and delivery as appropriate
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support pupils.
- To undertake lunchtime duties on a contracted regular basis.
- To undertake breakfast club duties on a contracted regular basis.

Key Responsibilities

- Clarifying and explaining instructions
- Ensuring pupils are able to use equipment and materials provided
- Motivating and encouraging pupils as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc..
- Using praise, commentary and assistance to encourage pupils to concentrate and stay on task
- Providing additional nurture to individuals when requested by the class teacher or SENCO
- To establish supportive relationships with pupils.
- To promote the acceptance and inclusion of pupils with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor pupils' responses to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain pupils' efforts and develop self-reliance and self-esteem
- To mark pupils' work under the direction of the class teacher
- To support pupils in developing social skills both in and out of the classroom
- To provide regular feedback on pupils' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- Where appropriate, to know and apply positive handling techniques
- To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.



- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of pupils' progress as appropriate



PERSONAL SPECIFICATION

Experience

- Experience of working with Key Stage 2 Children (8-11 years)
- Experience of working with children with additional needs (desirable)

Qualifications

- A recognised childcare qualification
- Paediatric First Aid Training Qualification

Skills

- Ability to work on own initiative and prioritise work to given deadlines
- Excellent written and oral communication skills
- Ability to work accurately and methodically under pressure
- Ability to respect and maintain confidentiality
- Ability to work individually and as part of a team
- Commitment to the safeguarding and promotion of the welfare of young people
- Ability to maintain appropriate relationships with staff and students
- Ability to deal appropriately with a range of sensitive issues
- Knowledge of and ability to implement effective systems and practices to promote good behaviour and develop a positive ethos
- Knowledge of observing, monitoring, assessment, recording and reporting of pupils' progress
- Knowledge of National Curriculum

This is not exhaustive

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org