



## **GREAT HORWOOD CHURCH OF ENGLAND SCHOOL**

**Information for prospective candidates  
for the position of Learning Support Assistant including  
Lunchtime Supervisor**





**Headteacher: Mrs Paula Shaw**  
**Telephone: (01296) 712622**  
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**[www.greathorwoodschool.org](http://www.greathorwoodschool.org)**

## **Our Christian School Values: Love, Perseverance and Respect**

### **GOVERNING BODY**

**Chair of Governors: Sarah Biswell**

Dear Candidate,

Thank you for your interest in our school.

Great Horwood Church of England School is looking to appoint a Learning Support Assistant including lunchtime supervision to join our hard working and dedicated team.

The position is full time Monday to Friday, term time only from 8.30am-3.15pm.

The enclosed pack gives you some background information which you may find useful and if you are interested please contact the school to discuss the position in more detail and arrange a school visit.

**Applications will be considered on receipt and interviews will be conducted at a mutually convenient time.**

For further information and a visit to the school to meet the team please contact the school admin officer **Mrs Deborah Frankum** on **01296 712622** or **[office@greathorwoodschool.org](mailto:office@greathorwoodschool.org)** to arrange an appointment. An application form can also be found on the school website.

Thank you again for your interest in our school and we look forward to receiving your application.

Yours faithfully

Chair of Governors



### **Job Description: Learning Support Assistant to include Lunchtime Supervision**

We expect the post holder to carry out the professional duties of a Learning Support Assistant at least Level 2 outlined in the School Support Staff – The Way Forward (National Joint Council for Local Government Services), or any subsequent legislation.

The post holder will work under the guidance of the Headteacher, SENCO and classroom teacher(s) to undertake work, care and support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.

The post holder will also act as a midday hot meal server and supervisor supporting pupils whilst eating and leading them in games or activities during the lunch time period. This will include setting up, serving the meals and putting away the hall for the service of school meals.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed annually and is subject to change at the discretion of the leadership team.

#### **Support for the pupils**

- Supervise and provide particular support for pupils, including those with special educational needs, ensuring their safety and access to learning activities to enhance progress
- Help pupils to develop their literacy and mathematical skills, and thus to improve their attainment across the curriculum
- Reinforce teaching points during teacher input
- Assist in skill development in all subjects across the curriculum
- To support pupils with special educational needs or disabilities under direction of the class teacher
- To attend meetings and annual reviews of children receiving support and report on the work being completed
- Assist with the development and implementation of SEND Plans, Pupil Profiles and Health Care programmes including intimate care if appropriate
- Support the class teacher with the assessment of pupils and the evaluation of their SEND Plan. Discuss with the teacher outcomes of any work to ensure that learners are given 'hard work they can do'

- Record the work which is completed with pupils
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage the Christian values and ethos of the school with pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Ensure that learners are not overly dependent on adults
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Read all reports from specialist support agencies (such as the speech and language teacher) and act upon recommendations with the support of the SENDCo and the class teacher.
- Have a good understanding of the School Behaviour Policy and ensure that its implementation is fair and consistent.
- Support the class teacher whilst on school visits
- Supervise pupils who do not partake in the daily act of worship

#### **Support at break times and lunchtimes**

- Supervising children during the lunchtime period and at break times
- Providing first aid for pupils who require it during and immediately after the lunchtime period
- Serving hot school meals, taking and recording food temperatures
- Setting up and tidying away the tables in the hall and ensuring that the hall is clean and tidy for the afternoon session
- Loading and unloading the dishwasher ensuring the staff room is clean and tidy.
- Leading the children in games and activities during break times and lunch times
- Run and lead a lunchtime club such as 'Change for life' or 'Dance Club'

#### **Support for the teacher(s)**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning objectives
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities, accurately record achievement/progress as directed and contribute to the maintenance of pupils' records
- Ensure SEND folders are kept up to date and tidy and easily accessible for visiting professionals or other adults in school
- Provide detailed and regular feedback to teachers on pupil's achievement, progress and concerns
- Promote high standards of pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Prepare, maintain and use equipment and resources required to meet the lesson objective or learning activity and assist pupils in their use
- Provide clerical and administration support e.g. photocopying, typing, filing, money, making simple resources and putting up displays as directed by the class teacher.

### **Support for the Curriculum**

- Undertake structured and agreed learning activities and teaching programmes, adjusting activities according to pupil responses and individual need with the support of the class teacher, SENDCo or leadership team.
- Undertake programmes linked to local and national learning strategies, recording achievement and progress and feeding back to the teacher
- Support the use of Computing in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans or learning activities and assist pupils in their use.
- Ensure you are well prepared for a lesson by reading the lesson plan and organising resources and supports for learning in advance.

### **Support for the school**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person or the Designated Adult for Child Protection.
- Ensure that appropriate policies are read when distributed and that the Code of Conduct is followed. If in doubt about a situation ensure advice is sought from the Headteacher.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Ensure that communication is maintained, through use of the school email, newsletters and notices in school.
- Participate in training and other learning activities and performance development as required. This may include working on school training days in order to attend essential training. Overtime will be paid for these days.
- Attendance at the necessary health and safety, child protection and first aid training is an essential requirement of the position. This may occur outside normal working hours and overtime will be paid.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required taking responsibility for a group of pupils
- Assist with the supervision of pupils during out of lesson time, including at break time and at lunchtime (An appropriate lunch break will be given)
- Provide first aid to pupils and staff when required and to complete an incident form every time a child has received first aid (Paediatric first aid certificates will be required by some post holders)
- Play an active part in the life of the school
- Valuing the school environment by making sure that the classroom and general areas are tidy and prepared for the pupils
- To attend meetings or training in Buckinghamshire and Milton Keynes
- Demonstrate enthusiasm and knowledge of the distinctively Christian Values in sympathy with the aims of the school.
- Any other duties that the Headteacher may from time to time ask the post holder to perform.
- To play a full part in maintaining and developing equal opportunities within the school to ensure that this is integral to all aspects of school life.

## Learning Support Assistant Personal Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good basic education to GCSE level in English and Mathematics (Grade C or above) or equivalent if educated in other UK nations or overseas.</li> <li>• NVQ Level 2 or equivalent in teaching and learning or education</li> </ul>	<ul style="list-style-type: none"> <li>• A relevant qualification in Education</li> <li>• A higher qualification in a National Curriculum subject</li> <li>• Managing medicines trained</li> <li>• First Aid Training at work, for schools or paediatric First Aid.</li> <li>• Sports or games qualifications or training</li> <li>• NVQ Level 3 or Equivalent</li> <li>• NVQ Level 3 in Early Years</li> <li>• A level education</li> <li>• Level 2 Food and Hygiene</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children in an education setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as an LSA in an educational setting in EYFS, Key stage 1 or 2</li> <li>• Experience of carrying out lessons with small groups and 1:1</li> <li>• Experience as a paid worker in play schemes, crèches, after school clubs, nursery, pre-school or similar</li> <li>• Working in a food serving capacity, canteen or café</li> </ul>
<b>Knowledge and Understanding</b>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the needs of young children;</li> <li>• child development and the ways in which children learn;</li> <li>• the roles played by various adults in a child's education;</li> <li>• behaviour management strategies;</li> <li>• safeguarding</li> </ul>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the Early Years Foundation Stage Curriculum;</li> <li>• The National Curriculum</li> <li>• Assessment in KS1 and KS2;</li> </ul>

	<ul style="list-style-type: none"> <li>• GDPR</li> <li>• the Equality Act</li> </ul>	
<b>Skills</b>	<p>The successful applicant will be able to:</p> <ul style="list-style-type: none"> <li>• assist children on an individual basis, in small group and whole class work;</li> <li>• explain tasks simply and clearly and foster independence;</li> <li>• supervise children, and adhere to defined behaviour management policies;</li> <li>• accept and respond to authority and supervision;</li> <li>• liaise and communicate effectively with others, including outside agencies;</li> <li>• demonstrate good organisational skills;</li> <li>• demonstrate a commitment to working in teams to ensure all learners achieve the highest standards and achieve good progress;</li> <li>• reflect on and develop professional practice;</li> <li>• display work effectively, and make and maintain basic teaching resources;</li> <li>• provide first aid to pupils (if holding a relevant certificate of attendance);</li> <li>• demonstrate competency in using Microsoft Windows and the office suite.</li> </ul>	<p>In addition, In addition:</p> <ul style="list-style-type: none"> <li>• monitor, record and make basic assessments about individual progress;</li> <li>• suggest alternative ways of helping children if they are unable to understand;</li> <li>• describe, in simple terms, the process of behaviour management with children;</li> <li>• identify gaps in their own experience and recognise where training is needed;</li> <li>• demonstrate the ability to learn and adapt from past experience;</li> <li>• able to use computers to carry out simple tasks;</li> <li>• to use online assessment tools such as Target Tracker, tapestry or similar.</li> </ul>
<b>Personal Philosophy and Qualities</b>	<ul style="list-style-type: none"> <li>• an understanding of how to promote the school's Christian values;</li> <li>• a real team player with a 'can-do' attitude;</li> <li>• excellent interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• an ability to be proactive, making suggestions which lead to improvements;</li> <li>• a Christian who is actively involved in the life of the Church of England;</li> </ul>

	skills; <ul style="list-style-type: none"> <li>• reliability and integrity;</li> <li>• flexible, approachable with a good sense of humour;</li> <li>• positive and enthusiastic attitude;</li> <li>• good attendance record;</li> <li>• good personal organisation;</li> <li>• be creative at problem solving and a willingness to take on or try new approaches and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• an enthusiasm for further professional development.</li> </ul>
<b>The candidate must be willing to undergo an Enhanced Disclosure and Barring Check</b>		