

<b>Learning Support Assistant - Intervention</b>	
<b>Employer</b>	University of Brighton Academies Trust
<b>Location</b>	Academy Based
<b>Responsible to</b>	
<b>Main purpose of the role</b>	Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing.  Carry out intervention duties as required by the academy
<b>Grade</b>	Grade 4
<b>Key Responsibilities</b>	
<b>1.0</b>	<b>Support teaching and learning (i.e. whole class, small groups, one to one), ensuring the safeguarding of pupils and promoting achievement, personal development and wellbeing.</b>
<b>1.1</b>	Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide feedback to pupils in relation to progress and achievement.
<b>1.2</b>	Build highly effective, positive and nurturing relationships with pupils, communicating effectively and sensitively and adapting to individual needs to support learning.
<b>1.3</b>	Create and maintain a purposeful, stimulating and safe learning environment by organising and managing physical learning environments and resources for groups of pupils or individuals
<b>1.4</b>	Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils.
<b>1.5</b>	Implement behaviour management strategies consistently in line with academy policy and procedures.
<b>1.6</b>	Demonstrate understanding of the needs of all pupils and how to support them.
<b>1.7</b>	Work collaboratively with classroom teachers and other colleagues to effectively support the learning of all pupils including those with an Education, Health and Care Plan (EHCP) and/or Behaviour Support Plan.
<b>1.8</b>	Undertake planned supervision of pupils during break and mealtimes in school, on visits and school trips and other out of school activities as required.
<b>1.9</b>	Promote the wellbeing and safeguarding of pupils, including by providing personal care and administering first aid where required.
<b>2.0</b>	<b>Carry out intervention duties as required by the academy</b>
<b>2.1</b>	Set-up, implement and monitor an intervention programme, focusing on specific pupils/needs, using appropriate resources which may include iPads and 1:1 learning apps.

2.2	Report pupil attainment and progress using a range of methods, including showing how interventions have helped the specific pupils make accelerated progress.
3.0	<b>Other</b>
3.1	Carry out all activities in such a manner that data protection requirements are met and are in line with the Trust's policies for Safeguarding, Health and Safety, and Equal Opportunities.
3.2	Participate in professional development activities and performance management activities as required
3.3	Undertake other reasonable duties as directed by your line manager

#### Additional Information

- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

**University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

## PERSON SPECIFICATION

Requirement	Criteria	Assessment Method	
		Application	Interview
<b>Education and Qualifications</b>			
Essential	Educated to a minimum of GCSE level in Maths and English at Grades A* - C (or equivalent qualification) or can demonstrate the equivalent practical ability	✓	
Desirable	NVQ Level 3 for Teaching Assistants/Apprenticeship/STALIS or equivalent or commitment to complete.	✓	
	Positive Handling qualification e.g. MAPA	✓	
	Nurture Practitioner Training or another equivalent qualification	✓	
	Specialist training in disability and learning difficulties	✓	
<b>Knowledge and Experience</b>			
Essential	Experience of working with or caring for children, in a domestic or professional capacity	✓	
	Experience of or willingness to train in order to offer personal care	✓	
	Experience of providing classroom cover – within agreed parameters – in the absence of the class teacher	✓	✓
	Knowledge of SEN Code of Practice		✓
	Experience of working as a classroom TA, with pupils with complex SEN needs, particularly those with social, emotional and mental health difficulties	✓	✓
	Experience of using appropriate recourses including, 1:1 apps and ICT in an intervention context.		✓
	Experience of delivering small group and 1:1 interventions within the Special Facility with children/young people with learning difficulties or disabilities	✓	✓
	Experience of formative and summative assessment	✓	✓
Skills/abilities			
Desirable	Experience of supporting children in a classroom environment including those with special educational needs	✓	
	Experience of using Information Technology to support pupils repeated below	✓	

Specialist experience in delivering interventions to SEND children



## Key Skills and Abilities

Essential

Ability to consistently and effectively implement agreed behaviour management strategies



Ability to assist in the recording of lessons and assessment as required by the teacher



Ability to use language and other communication skills that pupils can understand and relate to



Ability to provide constructive feedback to pupils to reinforce self-esteem and resilience



Ability to provide individual attention, reassurance and support with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task



Ability to monitor pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes



Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills



Ability to establish positive relationships with pupils and empathise with their needs



Ability to demonstrate active listening skills



Ability to remain calm under pressure



Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment



IT literate with the ability to learn new software and technology



Ability to follow and deliver programmes prescribed by outside agencies such as NHS and CITS



Qualifications/Training

Desirable

Understanding of the principles of nurture



## Personal Attributes

Essential

Excellent communication skills



Ability to maintain confidentiality on all academy matters



Willingness to participate in further training and developmental opportunities offered by the academy and local authority, to further knowledge



Able to use initiative

