

FILTON AVENUE

PRIMARY SCHOOL

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T: 0117 903 0302

FILTON AVENUE PRIMARY SCHOOL LOCKLEAZE ROAD BRISTOL BS7 9RP

A young boy with dark hair, wearing a blue school uniform, is sitting at a desk and writing in a notebook with a yellow pencil. He is looking down at his work. In the background, other students are blurred, suggesting a classroom setting.

LEARNING SUPPORT ASSISTANT

(BRISTOL GRADE 6)

We are looking to appoint an enthusiastic and hardworking Level 2 (BG6) Learning Support Assistant to join our school team as soon as possible and play a full role in school life.

The successful applicant will be/have:

- Qualified to a minimum of NVQ2 or equivalent (including Maths and English at GCSE Grade C or equivalent).
- An understanding of, and vision for, the care and education of children aged 4-11.
- The skills and understanding necessary to engage children in their learning.
- Able to contribute to school life.
- The ability to work under direction, as part of a team and able to use their own initiative.

HOW TO APPLY

Visits to the school are warmly welcomed. Please contact the school office on 0117 903 0302 if you would like to visit.

Please complete the application form and provide a personal statement of no more than two sides of A4 to accompany the completed application form. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples, which support your application.

The completed application form and your personal statement should be emailed to recruitment@tila.school

Applications must be received by 9am on Monday 29th November 2021. Applications received after this time/date will not be included. Interviews will be held on Thursday 2nd December.



JOB DESCRIPTION

Purpose of the Post

To provide support for learning activities by children. The postholder may be required to support individuals or small groups or to provide one to one support and assistance to children with medical, behavioural or social needs as directed by their line manager.

Principal Responsibilities

- Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
- Contribute to the educational and social development of pupils under the direction and guidance of the Leadership Team, SENCO and class teachers.
- Supervising and providing particular support for pupils, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- To promote the inclusion and acceptance of all pupils (and staff).
- Assist with the supervision of pupils out of lesson times, including before school, break times, lunchtimes and after school – this may include formal duties within the contracted hours.
- To encourage pupils to interact with others and enable activities led by the teacher/other relevant staff.
- Set challenging and demanding expectations and promote self-esteem and independence.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with the school policy and to encourage pupils to take responsibility for their own behaviour.
- Providing toileting and hygiene support for pupils where necessary, following training appropriate to the ages of the pupils.
- Working with other professionals, such as speech therapists and occupational therapists, as necessary.
- Establish constructive relationships with parents/carers.
- To support the use of ICT and more traditional platforms as learning tools.



- Accompany teaching staff and pupils on visits, trips and out of school activities as required to take responsibility for a group under the supervision of the teacher.
- Assist with the development and implementation of Individual Education Plans, Behaviour Plans and Personal Care Plans.
- Working with teachers to prepare and maintain an effective learning environment, including preparing and presenting displays of pupils' work or subject specific displays.
- Attending 5 days in service training (INSET) per year.
- When needed, provide clerical/administrative support – e.g. photocopying, typing, examination invigilation, etc.
- Any other related duties which may reasonably fall within the responsibilities of the post, as negotiated with the Leadership team and SENCo.

Learning Support Assistant Duties

- To undertake structured and agreed learning activities/teaching programs, adjusting activities according to pupil responses.
- To use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- To assist with the planning of learning activities.
- To monitor pupils' responses to learning activities and accurately maintain a record of pupil progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Be a keyworker for a small number of pupils

Duties and Responsibilities – General

- Adhere to existing working practices, methods, procedures, undertake relevant training and development activities and to respond positively to new and alternative systems.
- It may be necessary to work with information technology and associated systems in accordance with Trust in Learning Academies and School policies.
- To co-operate with the school in complying with relevant health and safety legislation, policies and procedures in the performance of the duties of the post.
- To carry out the duties and responsibilities of the post in compliance with the school's safeguarding policy.
- To carry out the duties and responsibilities of the post in compliance with the school's equal opportunities policies.
- To maintain confidentiality and observe data protection and associated guidelines where appropriate.
- To understand and comply with the school's environmental policies.
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the Trust in Learning Academies Code of Conduct.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.

Special conditions

The postholder will be required to work at either school site according to the need of the school and at the direction of the Executive Headteacher. This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.

This post is subject to DBS (Disclosure Barring Service) clearance before the successful applicant can take up the post. We are committed to the welfare of children and young people, all staff and volunteers are expected to share this commitment.

PERSON SPECIFICATION

Key: A = Application Form, I = Interview, R = Reference

	Source of Evidence	Essential (Must have)	Desirable (Should have)
Qualifications			
GCSE Grade C or higher in English & Maths	A	●	
NVQ Level 2 or equivalent in a relevant field	A	●	
Current first aid certificate	A		●
Knowledge & Experience			
At least 1 years' experience of working effectively in a learning/childcare setting.	A,I,R	●	
Knowledge of EYFS and/or KS1 and/or KS2	A,I	●	
Skills of empathy, listening, communication and responding with appropriate language.	A, I	●	
At least 1 years' experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection.	A,I,R	●	
Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression.	A,I		●
Understanding the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment.	A, I		●
Previous, varied experience of working with children in a range of educational settings (e.g. Care, development or school).	A, I		●
Abilities & Aptitudes			
Aptitude to develop knowledge of the role within an education environment through achievement of NVQ Level 3 in an appropriate field.	I	●	
Flexible, adaptable and positive attitude to working in a structured environment.	A, I	●	
Communication skills to promote and develop effective working with children, colleagues and carers/agencies at an appropriate level to achieve understanding and constructive response.	A, I, R	●	
The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team.	A, I		●
Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution.	A, I, R		●
A willingness to develop formal capability through achievement of NVQ level 2 / 3 in an appropriate field.	A, I	●	

	Source of Evidence	Essential (Must have)	Desirable (Should have)
Ability of plan, review and carry out duties without supervision.	A, I, R		•
Ability to communicate in a language other than English.	A		•
Parents			
Ability to develop positive relationships with parents	A, I	•	
Understanding of the importance of working in partnership with parents and outside agencies	A, I		•
References			
Should be fully supportive, covering the candidate's personal and professional qualities including their suitability to work with children.	R	•	

TOGETHER ON A JOURNEY TOWARDS SUCCESS





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