



THE DEAN TRUST
Believe Achieve Succeed

Chief Executive: Mr Tarun Kapur CBE
Chairman: Mr Damian McGann

Dear Applicant

Thank you for your interest in the position of Learning Support Assistant at Dean Trust Rose Bridge, Holt Street, Ince, Wigan. WN1 3HD

Salary: NJC Scale Band 3 Scale Points 3 to 5 (£22,737 - £23,500 FTE)
Actual Salary £17,366 to £17,949
Start Date: As soon as possible
Working Pattern: Term Time only (plus 5 INSET days)
33 hours per week, Monday to Friday
Contract: Permanent
Location: Office-based at Dean Trust Rose Bridge, Holt Street, Ince, Wigan. WN1 3HD

What benefits are offered at The Dean Trust?

- 25/32 days annual leave entitlement (dependent upon length of service)
- Local Government Pension Scheme – Greater Manchester Pension Fund
- 24/7 access to an Employee Assistance Programme (free of charge)
- Cycle to work scheme
- Annual flu jabs (free of charge)
- Access to family friendly policies

Please find below a job description and person specification.

If you would like to learn more about The Dean Trust, please visit [The Dean Trust](#)

Method of Application

The preferred method of application is electronically via our career's website [The Dean Trust Careers](#) All applications must be made using the Dean Trust's application form. Applications will be shortlisted for interview and the HR Department will contact those applicants who are selected.

Closing Date

Applications received after the closing time of 8am on Monday 28th October 2024 will not be considered.

The Dean Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

If you have any questions please contact us on [insert telephone number] or email [insert email address]. Thank you again for your interest in working for The Dean Trust. We look forward to hearing from you

Human Resources Department

Believe Achieve Succeed

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Registered in England 8027943 VAT Registration 195 3889 46



Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Learning Support Assistant – Level 2
Reporting to	Deputy Headteacher (SEND Coordinator)
Main purpose of job	<p>To work under the instruction/guidance of teaching/senior staff, to undertake work/care/ support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. This includes the tracking and monitoring of pupil progress and attendance.</p> <p>The core values are to be an integral part of the daily routines and procedures where shared expectations form the basis of a code of conduct / standards of behaviour for all:</p> <ul style="list-style-type: none"> • Recognising the importance of learning as a means to enable us to achieve, be fulfilled and positively contribute to our society and community. • Promoting and achieving excellence - excellence is attainable – continually aspiring to be the best we can be and making our best better. • Encouraging creativity and innovation – ‘a can do’ and ‘no excuses’ culture. • Promoting equality and diversity – every pupil is unique and will be respected and diversity will be celebrated. • Working in Partnership to raise aspirations – parental engagement with the school being at the heart of the community. • Insisting on the highest standards of behaviour - only the highest standards of behavior will be expected and celebrated. • Safeguarding the health, safety and welfare of all who study and work at the school
Key responsibilities:	
<p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> • Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities within the main school and/or inclusion areas. • Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes • Establish constructive relationships with pupils and interact with them according to individual needs • Promote the inclusion and acceptance of all pupils • Encourage pupils to interact with others and engage in activities led by the teacher 	

- 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
- Required to provide support to pupil(s) in a wheelchair

Support for Teachers

- 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 goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress and problems
- Promote good 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
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin support, for example, photocopying, basic typing, filing, money, administer coursework

Support for the Curriculum

- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Deliver programmes linked to local and national strategies, for example, literacy, numeracy, KS3 and early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist pupils in their use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 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/aims of the Academy
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of pupils out of lesson times, including before and after lessons as may be reasonably directed
- Accompany teaching staff and pupils on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the brand style
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school/academy Performance Management process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the school/academy and beyond
- To represent the school/academy at events as appropriate

- To support and promote the school/academy ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Chief Executive Officer and Headteacher

All post holders must comply with The Dean Trust professional standards for leaders and managers. The job description will be reviewed as necessary as part of the Performance Management process and is subject to modification and amendment at any time after consultation with the post holder.



Person Specification

Qualifications and training	Essential <ul style="list-style-type: none">• NVQ 2 or evidence of the equivalent QCF credit value, or equivalent qualification, or experience in teaching assistance• Training in the relevant learning strategies, eg literacy• Requirement to complete DfEs Teacher Assistant Induction Programme• Basic First Aid training/training in specific medical procedures (willingness to undertake training if not already qualified)
Experience	Essential <ul style="list-style-type: none">• Experience with a similar role in an education setting• Use of relevant equipment/resources
Knowledge	Essential <ul style="list-style-type: none">• General understanding of the national/foundation stage curriculum and other basic learning programmes/strategies• Basic understanding of child development and learning• Understanding of relevant policies, codes of practice and awareness of relevant legislation
Skills and abilities	Essential <ul style="list-style-type: none">• Good numeracy/literacy skills• Effective use of ICT to support learning• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to relate well to children and adult's• Able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these• Able to demonstrate self-awareness and empathy and understanding for others, always maintaining the highest standards of personal and professional ethics• Innovative; with the imagination and courage to propose radical change, maintaining learning and well-being of students as their first priority• Solution focussed; with the resilience to overcome setbacks and the creativity to find ways forward and constantly seeking opportunities to develop their own knowledge, understanding and skills• Strategic; capable of acting on their own initiative, making decisions and taking responsibility for them• Visible; a role model who will embody the values of the school to staff, students and the wider community• A team player; striving to improve the life changes of our students