Learning Support Assistant
Level 5 point 8-12 £20,492 - £22,571 Pro Rata

WELCOME TO

PARALLEL LEARNING TRUST

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A Special and Alternative Provision Multi-Academy Trust

The Trust is committed to transforming lives for all pupils. Currently we have seven academies that offer alternative or special provision for those children with social, emotional or mental health needs.



**Application Deadline: Monday 27th June 10.00am**

All applications must be sent electronically to twilson@victorypark.org.uk before the deadline. Any applications received after this time will not be considered.

Dear Candidate,

Please complete the online application form. In addition, we ask that you provide a written statement of no more than two sides of A4 (in times roman, font size 11) detailing:

• how you feel your experience and qualities meet the person specification

• two examples of experience that demonstrate positive impact in your current or previous role(s)

• why you want to work specifically in our Trust, and the challenges and opportunities we face

If you would like further information or would like to have an informal conversation about the role with the Headteacher please call 01702 904 633 or by email on: Twilson@victorypark.org.uk

I look forward to receiving your application.

Mark Aspel

**Headteacher**

ETHOS AND VALUES

Regardless of circumstance we will make all of our young people successful. We aim for all of our learners to make outstanding progress and every member of staff is dedicated to achieve this. The specialist services we deliver to our young people ensure that they overcome the barriers that previously prevented them from being able to engage in mainstream education.

Victory Park Academy provides a bridge for young people to re-engage productively in an educational journey that has previously only led to failure.

We work to provide the best possible learning outcomes for pupils who despite exclusion, missing education, illness or otherwise cannot access a mainstream school. Where possible we seek to return our pupils to mainstream provision as ultimately this is the best place for their continued learning.

We aim to prevent exclusion through early intervention which can be either short or long term. We work in partnership with the local authority and schools to support them to reduce the need to use fixed or permanent exclusion. We adopt a multi-disciplinary approach to early intervention supporting the school, parents, carers and individual pupils.

Under legislation, local authorities are required to provide education for pupils who are excluded or missing school for illness or otherwise. Our curriculum offer allows us to reflect the national curriculum along with personalised learning which providing pupils the opportunity to make good progress in line with their needs in a supported learning environment.

Whenever possible, Victory Park Academy aims to facilitate the return of pupils into mainstream education. We provide a supported environment to refocus the learning and behaviour of pupils to enable appropriate reintegration in to mainstream school.

Our alternative provision is positioned as an integral part of the local provision of education. The Parallel Learning Trust is not peripheral but is a valuable option for local schools as a resource to support them with their most challenging pupils.

JOB DESCRIPTION

**Victory Park Academy**

##### JOB DESCRIPTION / PERSON SPECIFICATION

**Learning Support Assistant**

**JOB TITLE: Learning Support Assistant**

 **(Term time only & non pupil days)**

**RESPONSIBLE TO: Headteacher, Deputy Headteachers, Class Teacher**

**RESPONSIBLE FOR: N/A**

**GRADE: Level 5 Point 8-12 £20,852-£22,571 (35hrs per week)**

 **Pro Rata Term Time Only + 1-week staff Training**

 **Pro–rata salary £16,729(Actual)**

**PURPOSE OF THE POST:**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/small groups and monitoring students, recording and reporting on achievement, progress and development. Responsible for the management and development of a specialist area within the Academy which could include:

* Providing support and guidance to young people and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
* Supporting learners who will have statements of Special Education Needs (SEN) or Education Healthcare Plans (EHPs)

**Main Responsibilities and Duties**

**Support for Students**

* Take on key worker responsibility for identified group of students.
* Assess the needs of students and use detailed knowledge and specialist skills to support students’ learning
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Monitor adherence to PLP’s.
* Support students in their learning and help with delivering what is required in their SEN or EHP statements.
* Promote the inclusion and acceptance of all students within the classroom
* Support students consistently whilst recognising and responding to their individual needs
* Encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognise and award achievement of self-reliance and support student’s successful transfer and transition in learning and development contexts.
* To take responsibility for students’ attendance and punctuality when appropriate.
* Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
* To support students to achieve the Every Child Matters outcomes and to contribute to the protection of young people from abuse.
* To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.

**Support for Teachers**

* Organise and manage appropriate learning environment and resources
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson/work plans as appropriate
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
* Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
* Supporting the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* To be main point of contact for parent/carers.
* Invigilate exams/tests

**Support for the Curriculum**

* Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil response/needs
* Deliver local and national learning strategies, e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of students’ skills
* Use ICT effectively to support learning activities and develop students’ competence and independence in its use
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests and language and cultural backgrounds
* Advise on appropriate deployment and use of specialist aid/resource/equipment

**Support for the School**

* Comply with and assist with the development of 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 students have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the Academy
* Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students
* Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
* Be responsible for the provision of school learning activities within guidelines established by the Academy
* Contribute to the identification and execution of appropriate out of Academy learning activities which consolidate and extend work carried out in class
* Supervise students on visits, trips and out of Academy activities as required
* Attend and participate in relevant meetings both during and after school hours as required.
* Provide reintegration support for students returning to mainstream provision.
* To work closely with other identified senior members of staff
* To review own contribution to the Academy
* Support staff are expected to be or be trained as qualified First Aiders and hold a current Training Certificate.

**SUMMARY:**

To maintain the portfolios for identified students – focus being:

* Learning targets – ensure these are met through Personal Learning Plans or SEN / EHPs
* Key Worker support to identified group of students
* Attendance and Punctuality (to Academy and whilst at Academy)
* Behaviour – managing risk assessments/behaviour support plans
* Co-Ordination of multi-disciplinary support (point)
* Readiness for reintegration
* To undertake such other duties as directed by management that may be required to meet the needs of the service.

**Equal Opportunities**

To implement the school’s Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status.

To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010

**Safeguarding**

To remain vigilant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Headteacher any incident of this nature you witness, hear about or suspect.

**Health and Safety**

To carry out all duties with full regard to the employee’s legal obligations (under Health and Safety legislation) o maintain their own health and safety at work, to be aware of the impact of activities on the health and safety of others and to comply with any Department or local health and safety procedures or instructions.

**General Data Protection Regulation 2018**

To be aware of the PLT’s responsibilities under the General Data Protection Regulations 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this

The Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. Further information about the disclosure can be found at www.disclosure.gov.uk

##### PERSON SPECIFICATION

###### LEARNING SUPPORT ASSISTANT

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Successful experience working with children in a secondary school environmentEducated to NVQ Level 2 in learning support or equivalent qualification/experienceGCSE or equivalent in English and Maths at grade A\*-CCompletion of DCSF induction programme |
| Knowledge of relevant policies and procedures | Basic understanding of education policies & procedure |
| Literacy | Excellent reading and writing skills |
| Numeracy | Good numeracy skills |
| Technology | Knowledge of basic ICT to support learning |
| **Communication** | Written | Ability to write basic reports |
| Verbal | Ability to use clear language to communicate information unambiguouslyAbility to listen effectively |
| Languages | Overcome communication barriers with children and adults |
| Negotiating | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | Understand and implement the Trust’s behaviour management policy  |
| SEN | Ability to understand and support children with developmental difficulty or disability |
| Curriculum | Good understanding of the Academy curriculumKnowledge of literacy/numeracy strategies |
| Child Development | Good understanding of the general aspect of child developmentAbility to assess progress and performance |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing  |
| **Working with others** | Working with partners | Understand the role of others working in and with the AcademyUnderstand and value the role of parents and carers in supporting children |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Team work | Ability to work effectively with a range of adults |
| Information | Know when, how and with whom to share information Ability to follow instructions accurately |
| **Responsibilities**  | Organisational skills | Good organisational skillsAbility to remain calm under pressure |
| Line Management | Ability to support the work of volunteers and other learning support assistants in the classroom |
| Time Management | Ability to manage own time effectively |
| Creativity | Demonstrate creativity and an ability to resolve routine problems independently |
| **General** | Equalities | Awareness of and commitment to equality |
| Health & Safety | Basic understanding of Health & Safety |
| Child Protection | Understand and implement child protection procedures |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| CPD | Be prepared to develop and learn in the role |