

JOB DESCRIPTION

| | |
|----------------|---|
| Job Title | Learning Support Practitioner 16-19 (Post 16/Sixth Form) |
| Band/Job Group | Band D SCP 9-17 + SEN Allowance |
| Hours/Weeks | 32.5 hours per week (Term time only + INSET Days) Mon, Wed, Thurs, Fri: 8.40am to 3.15pm (including 30 minutes lunch-break) Tues – 8.40am to 5.00pm (including 30 minutes lunch-break) (Plus 20 minutes contingency time) |
| Responsible to | Assistant/Deputy Head Teachers |

Job Summary

- Taking charge of a group or class under the direction and control of the Assistant/Deputy Head teachers or other designated teachers.
- To provide pastoral support to pupils under the direction of Pathway Leads when not needed for cover.

1. Support to Teachers

- Supervision of a group or class who are undertaking preset work, under the direction and control of the Assistant Head Teachers, or other designated teachers.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with School policy.
- Respond to any questions from pupils about process and procedures.
- Dealing with immediate problems or emergencies according to School policies and procedures.
- Collection of completed work after lessons and return of work to the appropriate teacher.
- Reporting back as appropriate using the School's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Administer routine tests and invigilate examinations.
- Undertake routine marking of pupils' work where appropriate.
- Promote the inclusion and acceptance of all pupils.
- Undertake pupil record-keeping as appropriate.
- Provide clerical/administrative support eg photocopying, typing, filing, collecting money etc as required by the Leadership Group.
- Assist in the display of pupils' work.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the School.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- The supervision of pupils out of lesson time, including ten minutes before and after school and during pupils' lunchtimes.
- It is the responsibility of each employee to carry out their duties in line with Council policies on equality (please refer to the Policy Statement), harassment, racial equality and the CRE action plan, and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for in line with these policies and the CRE standards.
- Use of ICT as required.

- Such other duties as may be appropriate to achieve the objectives of the post to assist the School in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out her/his responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.
- All staff within the School will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities needed in School. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals affected and with appropriate trade unions.
- "The Westminster School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment."

2. Support to Pupils

- To facilitate the pupils' development and skills in the use of resources including ICT.
- To support individual/group work across the curriculum to raise levels of achievement.
- To maintain pupils' interests and motivation.
- Assisting pupils with dress/changing for activities/personal hygiene where necessary.
- To support the care and welfare of pupils to include toileting and feeding as required.
- To escort pupils around school premises/and take home if required.
- To provide specialist support to pupils in line with their EHCP.

3. Support to School

- Support in the professional development and training of learning support students when required.
- Contact and links with those with parental responsibility during the working day, as part of the normal consultative and educational process.
- Contribute to the development and maintenance of school policies and procedures.
- Prepare rooms, equipment and displays.
- Maintain school routine.
- Promote high standards of behaviour throughout school in accordance with the School's Behaviour Policy.
- Support the ethos of School.
- Support the maintenance of a safe environment.

4. Further Support to Teachers

- Contact with parents/carers as part of normal consultative and educational process, eg parents' evenings.
- To deliver pre-planned programmes of work
- Planning and organisation of activities for pupils and support to teachers in the completion of assessment and other pupil records.
- Undertaking duties on a rota basis before School, during mid-morning and lunch-times.
- To assist the teacher with the supervision of pupils on School visits.
- Keeping materials and equipment in tidy/safe manner.
- Liaison with teachers and other staff to obtain, exchange and record information on pupils in accordance with School policy.
- Support the supervision of individuals/groups of pupils.

5. Support with Curriculum

- To contribute to the development of curriculum policies as required.
- To assist in the teaching of the curriculum.
- Support to teachers in the assessment and monitoring of pupils, in accordance with school policy.
- Contribute to the development of School policies and procedures.
- To support individual/group work across the curriculum to raise levels of achievement and to respond appropriately to pupils.
- Contribute to curriculum development as part of training days and any ongoing review meetings.
- Involvement in planning meetings as required.
- Attendance at staff meetings and appropriate training sessions as required.
- Repair and maintenance of books and equipment.
- Development and preparation of curriculum material, under the direction of a teacher.

Issued by: _____

Received by: _____ Date: _____

PERSON SPECIFICATION

| | | | | | |
|-------------------------|-------------------------------|--------------|---|----------------------|-----------|
| Job Title | Learning Support Practitioner | | | Directorate | |
| JE Reference No: | | Grade | D | Service | |
| Completed By | A Gibson | | | Date of Issue | 4/11/2024 |

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

| | Essential | N/A | How identified |
|--|--|--------------------------|---|
| 1. Qualifications | | | |
| What does the job require in the way of: - Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, | <ul style="list-style-type: none"> NVQ 3 in Childcare, BTEC or NNEB/Diploma in Childcare and Education or equivalent. | <input type="checkbox"/> | Formal possession of an appropriate qualification to be verified at interview or from records. |
| 2. Experience | | | |
| What does the job require in the way of: - Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job? | <ul style="list-style-type: none"> Experienced in, and willing to work with, pupils exhibiting complex behaviour. Experience in cover supervising lessons. | <input type="checkbox"/> | Past employment activity record. Performance in related selection methods, e.g. presentation, group discussion. |
| 3. Training | | | |

| | | | |
|---|---|--------------------------|---|
| What does the job require in the way of: - Specific and/or specialist training in order to do the job | <ul style="list-style-type: none"> • Evidence of recent continual professional development relating to working with secondary pupils with learning difficulties. • Willingness to undertake training as and when required, including first aid training | <input type="checkbox"/> | Past training history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview. |
| 4. Special Knowledge | | | |
| What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, etc? | <ul style="list-style-type: none"> • Able to demonstrate an awareness and understanding of the needs of MLD+ pupils across age ranges and phases. • Able to demonstrate an understanding of a variety of behavioural strategies. Knowledge of teaching and learning strategies. | <input type="checkbox"/> | Qualifications held and demonstration of knowledge at interview. |
| 5. Circumstances (personal) | | | |
| What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership. | <ul style="list-style-type: none"> • Ability to work when the School is open • (Term time working). • Willingness to work flexibly to meet the requirements of the post. | <input type="checkbox"/> | Ensuring candidates are aware of these requirements from the job description. Interview questions and application details. |
| 6. Disposition | | | |
| How far does the job require: - Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage. Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail. | <ul style="list-style-type: none"> • Must be able to communicate at all levels. • Must be patient caring and committed to supporting MLD+ pupils. • Must be able to cope with and deal with confrontational and stressful situations. • Must be committed and experienced in working as a member of a team. • Able to work on own initiative. Must be willing to take an active part in all aspects of School life. • Ability to motivate individuals to perform effectively. • Commitment to working in partnership with parents. • Awareness of and respect for, the needs of the individual child and their families, including multicultural and inclusive practices. | <input type="checkbox"/> | Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc. |

| 7. Practical and Intellectual Skills | | | |
|---|---|--------------------------|--|
| What practical and intellectual skills are required for performing the job effectively? | <ul style="list-style-type: none"> • Must be able to undertake duties relating to the welfare and personal hygiene of pupils (including toileting and feeding if required). • Must show evidence of good communication skills both orally and in writing. | <input type="checkbox"/> | Performance in related selection process. |
| 8. Legal Requirements | | | |
| Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post? | Enhanced DBS Check for Regulated Activity | <input type="checkbox"/> | Application form and interview questioning and references. |

THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.

9. Background Checks

Please ✓ required check(s) referring to Section 9 of [Guidance on completing individual sections of the Personnel Specification](#)

| | | | |
|--|---|---------------------------------|---|
| The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment. | a) Enhanced DBS with Children's and Adults Barring List Check | <input type="checkbox"/> | Only one or none of these checks (a – f) may be applicable. |
| | b) Enhanced DBS with Adults Barring List Check | <input type="checkbox"/> | |
| | c) Enhanced DBS with Children's Barring List Check | Yes <input type="checkbox"/> | |
| | d) Enhanced DBS Check | <input type="checkbox"/> | |
| | e) Standard DBS Check | <input type="checkbox"/> | |
| | f) Basic Disclosure Check | <input type="checkbox"/> | |
| | Police Vetting Check | <input type="checkbox"/> | This check may also be required in addition to one from (a-f) above |
| No Check Required | <input type="checkbox"/> | | |

10. Politically Restricted Post

Is this post a "politically restricted post"? ☐ Yes ☒ No

Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".

11. Main Physical Activities/ Requirements of the Post.

Please ✓ if activity requires to be undertaken.

The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities

| | | | |
|---|--------------------------|--|--------------------------|
| Lifting / manual handling / client handling | <input type="checkbox"/> | Prolonged standing or sitting | <input type="checkbox"/> |
| Working at heights | <input type="checkbox"/> | Prolonged working with vibrating tools / machinery | <input type="checkbox"/> |
| Working in confined spaces | <input type="checkbox"/> | Bending / Squatting / Kneeling | <input type="checkbox"/> |
| Working outdoors | <input type="checkbox"/> | Manual cleaning /domestic duties | <input type="checkbox"/> |
| Agricultural / gardening work | <input type="checkbox"/> | Food Handling | <input type="checkbox"/> |

| | | | |
|---|-------------------------------------|---|--------------------------|
| Work requiring respirators or masks | <input type="checkbox"/> | Rotating shift work or night work | <input type="checkbox"/> |
| Work requiring hearing protection | <input type="checkbox"/> | Driving Duties HGV / LGV/ Minibus / Passenger carrying | <input type="checkbox"/> |
| Work with skin irritants / allergens / respiratory irritants/fine particles | <input type="checkbox"/> | Any other driving duties | <input type="checkbox"/> |
| Significant use of computers | <input type="checkbox"/> | Using restraint | <input type="checkbox"/> |
| Working with children or vulnerable adults | <input checked="" type="checkbox"/> | High mental stress content | <input type="checkbox"/> |
| Permanent night work | <input type="checkbox"/> | Physical / sport / leisure duties | <input type="checkbox"/> |
| Lone working | <input type="checkbox"/> | Regular walking on uneven ground | <input type="checkbox"/> |
| Working with challenging behaviours | <input checked="" type="checkbox"/> | | |
| Other main physical activities not listed above | | | |

12. Safety Critical Posts

A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.

A safety critical post is one that is likely to be exposed to:-

- Noise (e.g. gardeners using mowers and highways road workers)
- Vibration
 - Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)
 - Whole body vibration (e.g. tractor drivers)
- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

| | | |
|--|------------------------------|--|
| Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
|--|------------------------------|--|

13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.
- The employee requires a command of spoken English, to enable the effective performance of the role.

☒ Yes

☐ No