|  |  |
| --- | --- |
| **Learner Support Professional:** Person Specification | |
| **Experience** | | | |
| Experience of working with children of relevant age in a learning environment | Experience working with children of relevant age in an SEN/ SEBD learning environment  Line management experience  Successful experience in the use of coaching strategies with learners or colleagues in order to improve learning outcomes  Experience of working with families in school/ home settings | Performance management experience  Experience of working in a range of educational settings | Performance management experience and experience of school self-evaluation and review  Experience of managing a budget and of working with senior staff from a range of organisations |
| **Qualifications/Training** | | | |
| Excellent numeracy/literacy skills – equivalent to level 2 in English and Maths  Training in relevant learning strategies e.g. literacy  Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT | Educated to level 3 with relevant qualifications  Evidence of CPD/ accreditation in SEN/ SEBD | Educated to degree level with relevant qualification or considerable experience of working within a range of education settings | Professional qualifications relevant to the post |
| **Knowledge/Skills** | | | |
| Can use ICT effectively to support learning  Proven ability to communicate effectively both verbally and in writing.  Full working knowledge of relevant polices/codes of practice/legislation  Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies  Good understanding of child development and learning processes  Understanding of statutory frameworks relating to teaching  Good organisational skills including the ability to set and manage priorities  Ability to support colleagues  Constantly improve own practice/knowledge through self-evaluation and learning from others  Ability to relate well to children and adults  Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these  Demonstrate a commitment to the protection and safeguarding of children and young people. | Expert practitioner status in a relevant intervention e.g. Dyslexia, Team teach, behaviour management  Planning and delivery of whole organisation CPD activities  Ability to lead meetings and deliver written reports in an organisational structure  Proven ability to work independently without direct supervision | Evidence of successfully initiating and delivering initiatives and projects in a school setting  Expert knowledge in at least 3 areas of SEN/ SEBD intervention e.g. Dyscalculia, Anger Management, Restorative Justice | Ability to represent Nightingale Community Academy in a range of settings including, interviews, professionals’ meetings and conferences  Identify and facilitate a planned programme of CPD in response to development priorities and identified need  Actively engage with strategic leaders in schools to influence changes in policy and practice |
| **Equal Opportunities** | | | |
| Commitment to the implementation of the Trust's equal opportunities policy | | | |
| **Continuing Professional Development** | | | |
| Willingness to undertake additional training/ staff development as appropriate  Ability to reflect on your own professional practice | Ability to lead CPD in areas of specialism | | |

|  |  |
| --- | --- |
| **Learner Support Professional:** Job Description - LSP | |
| **Scale:** Scale 3 – SO2, Pro-rata | Full Time 39-42 weeks by agreement, Term Time Only | Responsible to: Assistant Principal Behaviour |

|  |
| --- |
| Main Purpose of the Job |
| To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff and in line with OHCAT policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/ groups or short-term for whole classes. It may also involve the monitoring of learners and assessment, recording and reporting on achievement, behaviour for learning, progress and development. At higher levels this will also involve the management and development of staff, responsibility for budgets and the management and delivery of specialist areas in OHCAT. It will also involve the strategic support of mainstream schools with a particular focus on inclusion. |
|
| Support for Learners & Families |
| * Assess the needs of learners and use detailed knowledge and specialist skills to support learning at OHCAT locations and in mainstream settings * Work alongside schools, learners and families in the early identification of learners at risk from exclusion. Developing appropriate intervention packages to prevent exclusion * Establish productive working relationships with learners and their families to provide advice, training and guidance as required in school and home settings * Develop and implement Individual Inclusion Plans (IIP) * Promote the inclusion and acceptance of all learners within the classroom * Support learners to manage their behaviour consistently whilst recognising and responding to their individual needs in order to meet or exceed learning expectations * Encourage learners to interact and work co-operatively with others and engage all learners in activities * Promote independence and employ strategies to recognise and reward achievement and self-reliance * Provide feedback to learners in relation to progress and achievement |
| Support for Teachers |
| * Organise and manage appropriate learning environments and resources * Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/ work plans as appropriate * Monitor and evaluate learner 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 learner 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 behaviour policy to anticipate and manage behaviour constructively, promoting self control and independence * Supporting the role of parents in pupils’ learning and contribute to meetings with parents to provide constructive feedback on learner progress and achievement * Support the delivery of exams and other summative assessments |
| Strategic Support |
| * Support or deliver learning activities within an agreed system of supervision, adjusting activities according to learner responses/ needs * Deliver learning interventions as required (e.g. literacy, circle of friends, anger management and circle time) * Use IT effectively to support learning activities and develop learners’ competence and independence in its use * Select and prepare resources necessary to lead learning activities, taking account of learners’ interests, language and cultural backgrounds * Advise on appropriate deployment or signpost the use of specialist aid/ resources/ equipment |
| Support for Schools & Partner Institutions |
| * Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person * Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop * Contribute to the overall ethos/ work/ aims of the organisation * Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the senior leadership team and/ or the lead learning support professional, to support achievement and progress of learners * Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others * Deliver out of school learning activities within OHCAT guidelines * Contribute to the identification and execution of appropriate out of school learning activities * To take reasonable care for his/ her own health and safety and any other person(s) who may be affected by his/ her acts or omissions at work, in accordance with Health & Safety legislation. * To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty. * You will be required to have a valid Enhanced DBS disclosure that will be re-checked in line with OHCAT Policy. |