

PERSONALISED LEARNING SUPPORT ASSISTANT - JOB DESCRIPTION

Job Title: Personalised Learning Support Assistant	Salary: Grade 5/6 Outer London
Section: Learning Support	Reports to: PLP Lead

Purpose

As a Personalised Learning Support Assistant, the primary objective will be to provide personalised educational assistance to specific young people in need of additional support.

The role will involve building a strong rapport with young people, understanding their individual needs, helping them to overcome their barriers to learning and become more effective learners to improve their academic and pastoral progress and implement strategies to enhance their off and onsite learning experience.

The Personalised Learning Support Assistant will work collaboratively with the offsite providers, school staff, parents, and other professionals to create a nurturing and inclusive learning environment that promotes the young person's overall development and success while supporting them to build life skills, develop healthy relationships and make decisions that are right for them.

Main Duties and Responsibilities

1. Provide support to Students, so that they can communicate effectively with others, access their curriculum, participate in learning, and experience a sense of achievement.
2. Encourage students to become independent learners, provide support for their welfare, and to support the inclusion of students in all aspects of PRIDE life.
3. Provide support to teachers and other alternative providers by working collaboratively to maintain a stimulating and safe learning environment
4. Provide support for the curriculum by raising the learning and attainment of all students on the Personalised Learning Pathway and contributing to the monitoring, recording, and reporting of progress whilst promoting student independence, self-esteem, and social inclusion.
5. Provide Support to the Academy by upholding and facilitating inclusive practices and encouraging students to participate in their emotional, academic, and personal development learning, and enrichment activities.
6. Be committed to improving own Professional Learning and Development practices through reflection, self-evaluation, and awareness

1. Provide support to students, so that they can communicate effectively with others, access the curriculum, participate in learning, and experience a sense of achievement.

- 1.1. Develop a comprehensive understanding of the pupil's strengths, weaknesses, and individual learning requirements.
- 1.2. Assist with the review, development, and implementation of a designated group of individual pupils' Education Health and Care Plans (EHCPs), Individual Education Plans, Behaviour Plans, and Risk Assessments – including health needs, communication, sensory, and de-escalation strategies.
- 1.3. Encourage young people to positively interact with others and engage in activities led by teachers whilst on school site or during offsite providers.
- 1.4. Provide support and assistance for young people's pastoral and physical needs, for example, support with dressing, caring whilst sick, injured or emotionally distressed and maintaining personal equipment used by the students.
- 1.5. Provide feedback to young people in relation to progress and achievement under the guidance of teachers and alternative providers.
- 1.6. Provide support in the delivery of specialist interventions, taking a lead where appropriate.
- 1.7. Within an agreed system of supervision and within a pre-determined lesson framework, teach individuals and small groups in line with the planned intervention schedule.
- 1.8. Track the progress of young people with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the MATCo/ SENDCo and/or other relevant professionals.
- 1.9. Assist in the supervision of GCSEs, yearly examinations and tests/ assessments as directed and act as reader/scribe and/ or invigilator as required.

2. Encourage students to become independent learners, provide support for their welfare, and to support the inclusion of students in all aspects of PRIDE life.

- 2.1. Be the secure person and mentor for a designated group of young people by supervising and providing particular support, ensuring their safety and access to their learning activities.
- 2.2. Work either 1:1 with a young person or young people in a small group, supporting them in their school-based lessons and/or offsite alternative education.
- 2.3. Establish therapeutic relationships with young people and interact with them according to individual needs.
- 2.4. Implement effective strategies, interventions, and support plans to address the young person's specific learning difficulties and/or behavioural challenges.
- 2.5. Promote the inclusion and acceptance of all young people and respond appropriately to the young person's needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, SEN, race and religion.
- 2.6. Set challenging and demanding expectations and promote self-esteem and independence.
- 2.7. Support young people to develop resilience and independence, both learning during and forming positive relationships with peers and staff.

2. Cont. Encourage students to become independent learners, provide support for their welfare, and to support the inclusion of students in all aspects of PRIDE life.

2.8. Provide support and assistance for young people's pastoral and physical needs, for example, support with dressing, caring whilst sick, injured or emotionally distressed and maintaining personal equipment used by the students

2.9. Sustain an active engagement with families of designated young people to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.

3. Provide support to teachers and other alternative providers by working collaboratively to maintain a stimulating and safe learning environment.

3.1. Work with teachers and alternative providers to create and maintain a purposeful, orderly, and supportive secure learning environment

3.2. Support subject teachers with the differentiation of lesson materials and resources based on the knowledge of the young Person

3.3. Photocopy and use ICT systems for administration and educational purposes.

3.4. Use strategies, in liaison with school-based teaching staff, therapists and alternative providers to support students to achieve their learning and IEP goals.

3.5. With school-based teaching staff, therapists, and alternative providers, accurately evaluate and record student achievement/progress.

3.6. Provide detailed and regular feedback to school-based teaching staff, therapists and alternative providers on students' achievement and progress.

3.7. Provide detailed verbal and/or written feedback on Intervention progress, student responses to learning activities and student behaviour to school-based teaching staff, therapists, and alternative providers

3.8. Promote positive behaviours, dealing promptly with conflict and incidents in line with established behaviour policy and encourage young people to take responsibility for their own behaviour.

3.9. Support the role of parents/carers in students' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on student progress, achievement, and behaviour, always maintaining sensitivity and confidentiality.

4. Provide support for the curriculum by raising the learning and attainment of all young people on the Personalised Learning Pathway and contribute to the monitoring, recording, and reporting of progress whilst promoting the young person's independence, self-esteem, and social inclusion.

- 4.1. Organise and safely manage the appropriate learning environment and resources.
- 4.2. Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activities and learning needs and assist young people in their use.
- 4.3. Where necessary assist with the planning of learning activities.
- 4.4. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to the young person's responses.
- 4.5. Undertake programmes linked to local and national learning strategies, e.g., literacy and numeracy, recording achievement and progress and feeding back to teachers.
- 4.6. Support the use of Information Technology in learning activities and develop young people's competence and independence in its use.
- 4.7. Monitor students' responses to learning activities and where appropriate, modify methods to meet individual and/or group needs.
- 4.8. Motivate and progress young peoples' learning by using clearly structured, interesting teaching, and learning activities.
- 4.9. Be aware of and support difference and ensure all young people have equal access to opportunities to learn and develop.
- 4.10. Promote and support the inclusion of all young people, including those with specific needs, both in alternative learning activities and within the classroom.

5. Provide Support to the Academy by upholding and facilitating inclusive practices and encouraging students to participate in their emotional, academic, and personal development learning, and enrichment activities.

- 5.1. Understand and implement the Academy's child protection procedures and comply with legal responsibilities
- 5.2. Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- 5.3. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- 5.4. Contribute to the Academy's life and overall vision, ethos, values, aims and guiding principles of The PRIDE Academy and Trust
- 5.5. Develop a holistic approach to meeting Social, Communication, Emotional and Mental Health needs, enabling young people to make good progress by working with teachers, other support staff, families, external agencies and alternative providers.
- 5.5. Attend and participate in relevant meetings as required.
- 5.6. Assist with the supervision of young people out of lesson times, including before, after school and at lunchtime, and plan and organise play time activities when required
- 5.7. Assist in maintaining positive behaviours of young people throughout the school and during offsite education.

5. Cont. Provide Support to the Academy by upholding and facilitating inclusive practices and encouraging students to participate in their emotional, academic, and personal development learning, and enrichment activities.

5.8. Accompany teaching staff and assist in the supervision of students on visits, trips and out of school activities as required

5.9. Foster and maintain professional constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

6. Be committed to improving own Professional Learning and Development practices through reflection, self-evaluation, and awareness.

6.1. Develop and enhance expertise in supporting young people with complex social, emotional, and mental health and communication needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.

6.2. Participate in training and other learning activities and performance development as required.

6.3. Contribute to both school's developments by sharing professional learning, expertise, and skills with others, and participating in collaborative learning opportunities.

6.4. Take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the School Development Plan and the performance management process.

6.5. Take responsibility for personal professional development to inform and extend professional practice to secure improvements in teaching and learning.

6.6. Be a reflective practitioner, evaluating and improving own practice in order to take teaching and learning forward.

7. Other Main Duties and Responsibilities

- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations, and Quality frameworks. To report any concerns to the appropriate person.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

***Note:** This JD is not a comprehensive statement of procedures and tasks but sets out the main expectations of The Pride Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Principal, without changing their general character or the level of responsibility entailed. This job description is to be reviewed annually. The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.*

The Pride Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

Person Specification

This person specification will be used for recruitment to the PLSA role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Criteria	Essential	Desirable	Assessment
GCSE grade C or Level 2 equivalent functional skills in English and Maths	√		Application form and certificates
Foundation degree or Level 5 relevant qualification/skills		√	Application form and certificates
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour		√	Application form/interview question
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.		√	Application form/interview question
Understanding of alternative and therapeutic interventions for student progression.		√	Application form/interview question
Excellent classroom and behaviour management skills.	√		Interview task
An ability to understand the principles of learning processes and in particular barriers to learning.	√		Application form/interview question
The ability to work effectively as part of a team, but also to use initiative within the guidelines set by teaching staff with tact and diplomacy		√	Application form/interview question
The ability to recognise and be sensitive to the individual needs of students	√		Interview question
Evidence of proficient Information Technology skills and the confidence and willingness to use and develop them		√	Application form/interview question
Effective and professional communication skills with the ability to engage young people.	√		Application form/interview question
A willingness to increase own knowledge and understanding of teaching and learning.		√	Interview question
Highly adaptable and flexible.	√		Interview question
Ability to work in a way that promotes the safety and wellbeing of students.	√		Application form/interview question
Current driving licence and own transport.		√	Application form/interview question

