



The Whitby Secondary Partnership Federation

Caedmon College Whitby

Prospect Hill, Whitby, North Yorkshire, YO21 1LA

Web: www.ccwhitby.co.uk

Tel: (01947) 602406; email: post@ccwhitby.org

Headteacher: Susan Boyd, BSc, PGCE

Age range 11-19

Job Advertisement:

Learning Support Assistants

Term time only; to start in September with relief hours of up to 32.5 being available to work on a claiming basis from September 2022

Required from September 22

Salary: NYCC Grade C, points 2 – 4 (£9.60 per hour) to be worked on a claiming basis for hours worked

- The post will involve the applicant providing one-to-one, small group and in-class support for students, under the direction of the class teacher and Special Educational Needs Co-ordinator.
- The postholder will be working with students who have a range of support needs, which may include physical, learning, emotional and behavioural.
- The successful candidate will have good literacy, numeracy and interpersonal skills and have experience of supporting and working with students with a range of additional learning needs.
- The successful candidate will have suitable experience of working in a school environment with students and will have an understanding of the importance of safeguarding children in a school setting.
- ***Please refer to the Learning Support Assistant job description and person specification when applying for this role.***

Please access our website or email j.robinson@ccwhitby.org for further details and an application form.

NB: All postholders are subject to Criminal Records checks for the Safeguarding of young people

DEADLINE FOR APPLICATIONS: 12.00 noon on Wednesday 31st August

Applicants should enclose a covering letter with their completed non-teaching application form, available from the College website; www.ccwhitby.org to j.robinson@ccwhitby.org and explain how their past experience and skills make them suitable for the post and how they would contribute to the successful day-to-day operations of the College. In doing so, applicants need to refer to the duties and qualities expected of the postholder that are stated in the following job description and person specification.

Caedmon College Whitby

JOB DESCRIPTION

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| POST: | Learning Support Assistant (GTA) |
| GRADE: | NYCC Grade C (points 2 – 4) |
| RESPONSIBLE TO: | The Special Educational Needs Co-ordinator (SENCo), working under the direction of classroom teachers |
| STAFF MANAGED: | None |
| JOB PURPOSE: | To work with teachers to support teaching and learning by working with individuals or small groups of students under the direction of teaching staff/the SENCo. To be responsible for some learning activities within the overall teaching plan, to support staff and students. May work in the classroom or appropriate location within the College, with access to support and guidance as required. The postholder may be asked to work across our Federation or in an area of our specialist provision, such as in our Alternative Provision facility, as directed by the SENCo. |
| ACCOUNTABILITIES/MAIN RESPONSIBILITIES | |
| Supporting Learning & Development | <ul style="list-style-type: none"> • Support pre-planned learning/behaviour activities as directed by the teacher • Using agreed, structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies • Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs • Assist in escorting and supervising pupils on educational visits and out of school activities • Undertake break supervision as required |
| Communication | <ul style="list-style-type: none"> • Under the general direction of the teacher, participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals • Communicate effectively with all pupils, families, carers and other agencies/professionals |
| Sharing information | <ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and |

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| | <p>other professionals, as required</p> <ul style="list-style-type: none"> • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings as required |
| Safeguarding and Promoting the Welfare of Children/Young People | <ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene and welfare as necessary, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate |
| Administration/Other | <ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties, eg, photocopying and displaying students' work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for students sitting internal and external examinations and tests, where required, ensuring that examinations comply with the Examination Board Regulations under the direction of the Exams Officer/SENCo • Participate in appraisal, training and other learning activities, as required |
| Health & Safety | <ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment |
| Data Protection | <ul style="list-style-type: none"> • To comply with the County Council's/College's policies and supporting documentation in relation to information governance - this includes data protection, information security and confidentiality |
| Equalities | <ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values |
| Customer Service | <ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values |

PERSON SPECIFICATION

JOB TITLE: Learning Support Assistant (GTA)

| Essential upon appointment | Desirable on appointment |
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| Knowledge <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs | <ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice |
| Experience <ul style="list-style-type: none"> • Experience appropriate to working with children in a learning environment | <ul style="list-style-type: none"> • |
| Qualifications <ul style="list-style-type: none"> • Relevant Level 2 qualification(s) or equivalent | <ul style="list-style-type: none"> • Relevant NVQ level 3 • SEN-support assistant related training • Appropriate first aid training if required |
| Occupational Skills <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy skills | <ul style="list-style-type: none"> • ICT Skills |
| Personal Qualities <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Confidentiality • Flexibility | <ul style="list-style-type: none"> • Creativity • Perseverance • Energy |
| Other Requirements <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the College's policies and ethos • To be committed to continuing professional development • Appropriate motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality and diversity • The ability to converse at ease with students and staff and provide advice in accurate spoken English | |