

BRISTOL CITY COUNCIL

CYPS

EMPLOYEE SPECIFICATION*Blaise Primary & Nursery School*

JOB : Level 3b Learning Support

BRISTOL GRADE 8

ESSENTIAL (Must have)	DESIRABLE (Should have)	ADVANTAGEOUS (Could have)
<p>Knowledge & Experience</p> <p>Relevant Teaching Assistant qualification</p> <p>Recent experience of working in a primary school across KS1 and KS2</p> <p>Experience of delivering literacy and numeracy interventions</p> <p>At least 2 years' experience of working effectively in a primary school setting.</p> <p>Capability to achieve GCSE grade C in English & Maths and NVQ level 3 in a relevant field</p> <p>Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and carers from a variety of ages, abilities and backgrounds.</p> <p>At least 2 years' experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection</p> <p>Abilities & Aptitudes</p> <p>Aptitude to develop a knowledge of the role within an education environment through achievement of NVQ level 3 in an appropriate field.</p> <p>Flexible, adaptable and positive attitude to working in a structured environment</p> <p>Communication skills to promote and develop effective working with children, colleagues and carers/agencies at an appropriate level to achieve understanding and constructive response</p>	<p>Knowledge & Experience</p> <p>Experience of supporting children with SEN</p> <p>Experience of Numicon and Direct Phonics</p> <p>Ability to deliver small group phonic sessions</p> <p>Hold GCSE Grade C or above [or equivalent] in English & Maths, plus at least three other academic subjects or NVQ 3 in a relevant field</p> <p>Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression</p> <p>Understanding of the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment</p> <p>Current first aid certificate</p> <p>Abilities & Aptitudes</p> <p>The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team</p> <p>Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution</p> <p>Proven communication and inter-personal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues.</p>	<p>Knowledge & Experience</p> <p>HLTA experience</p> <p>Thrive Practitioner</p> <p>Previous varied experience of working with children in a range of educational settings (e.g. Care, Development or School).</p> <p>Experience of working in a setting subject to Health & Safety, Hygiene, Child Welfare & Protection regulations</p> <p>Experience of effective supervision of the work of colleagues to achieve defined outcomes</p> <p>Abilities & Aptitudes</p> <p>Ability to plan, review and carry out duties without supervision</p>
<p>SPECIAL CONDITIONS The post is subject to Child Protection Legislation & Disclosure & Barring Service check (DBS)</p>		

CYPS **Blaise Primary & Nursery School**

JOB TITLE Level 3b Learning Support

GRADE Bristol Grade 8

MANAGED BY SENCO

Purpose of the Job

To provide support for learning activities and the social / emotional development of children on an individual or group basis, under the general direction of the line manager

Key Job Outcomes**1. Support for children's learning**

Following work plans approved by the teaching staff, provide direct support for the learning of individual children or groups of children, including those with special needs, to achieve defined progression targets in a child's individual education plan and in class plans through

- activities, interventions, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback to behaviour
- developing the physical, emotional and educational development of children
- supervising and encouraging safe behaviour of individual and groups
- Analysis of achievement to develop reinforcement of structured learning habits which meets defined targets for accessing the curriculum as set by the line manager

2. Support for the learning environment

Develop work plans, following guidance from the teaching staff, and prepare, store, retrieve, sort and display materials, finished work, equipment, topic work plans and/or assignment documents to provide an effective learning environment as determined by the teacher to

- promote the required standards of achievement and performance, including feedback through structured assessment, for individuals and groups within the classroom
- support the development of continuous improvement in both personal performance in the job and the work of the team
- assist in the development, monitoring, reviewing and progression of children's learning plans
- support invigilation and assessment processes, recording, keeping and retrieving accurate records and following defined procedures
- assist the manager in developing continuity and consistency in the work of the support team which achieves the attainment of standards in learning progress by the school required by the Head and Governors, the LA and the Office for Standards in Education (OfSTED)

3. Care and support for children

Attend to the day to day needs of children, inside and outside the classroom, by

- provision of personal, social, hygiene, welfare and behaviour support

- intervention to promote the progress of individual children in attaining defined goals
- promoting effective pastoral care for individual children and groups, following defined procedures, and liaising with colleagues to create and retrieve accurate records to provide the basis for home/school liaison & contacts with other agencies
- reporting concerns about progress, identifying solutions, to the teacher
- assisting educational and therapeutic professionals in their delivery of specialist support programmed
- carrying out specified medical care procedures following direct specific training by a qualified practitioner
- assisting with the assessment by the teacher of individual children's development through observation, creation and retrieval of records, discussion with colleagues and teachers to promote the social, emotional and behavioural standards defined by school and LA policies and procedures.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes

General Accountabilities

- A. So far as reasonably practicable, the postholder must promote safe working practices by employees, and in premises/work areas for which the postholder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health, Safety and Welfare policy, departmental policies and codes of practice.
- B. Work in compliance with the Codes of Conduct, Regulations and policies of the City Council, and its commitment to equal opportunities
- C. Ensure that output and quality of work is of a high standard and complies with current legislation / standards