



Job description

Learning support assistants x 3

Context

Steiner Academy Exeter is a state funded school which opened in September 2013 and moved into our permanent, purpose built home in September 2015. We are adding year groups at reception (kindergarten) and year 7 (class 6) every year until we reach our full capacity of 624 children from 4-16 years in 2021. We will start the 2018 - 2019 academic year with approximately 480 pupils.

We are now recruiting for a number of **learning support assistants** to join our team immediately. The successful candidates will have an important part to play in the education of children across the school, providing support and continuity for classes and having a flexible approach to timetabling and tasks. They may work in a variety of settings, individually, or as part of a team supporting a particular pupil. Our school has an extensive learning support and behaviour department and these roles are part of our ongoing review of provision as we grow towards our full capacity.

Role description - Learning support assistant (Lower school)

Responsible to: SENDCo

Job purpose - To provide learning support in classes from year 2 to year 8, providing individualised support for children with SEN or behavioural support needs. The work may be in a classroom setting, outdoors or in one of our learning support rooms, supporting pupils, some with extremely challenging behaviour, working towards their full inclusion and independence in learning. The posts may form part of a team approach to meeting the needs of specific children. **Please note that there is likely to be some challenging physical work in these roles.**

Key working relationships -

- Class teachers;
- Behaviour and learning support team;
- Teaching assistants;
- Resources manager;

Main responsibilities of the post

Teaching and learning

The responsibilities of our learning support assistants are flexible, according to the needs of the pupils with whom they work. Typical responsibilities will include:

1. Supporting SEN pupils on a 1:1 basis in the classroom
2. Providing targeted support outside of the classroom
3. Work on differentiated activities with groups of students
4. Liaising with the SENDCO and Behaviour Lead to deliver SEN provision
5. Developing pupils' social/emotional skills (depending on individual need)
6. Working with teachers to monitor progress of pupils
7. Accompanying pupils to relevant therapy sessions (depending on individual need)
8. Structuring and monitoring activities, and when necessary, taking responsibility for activities in and outside the classroom;
9. Assisting with activities such as swimming, if required;
10. Accompanying class outings and visits;
11. Working with the school's PSHE Policy to relate to children in such a manner that will enhance their self-esteem;
12. Working within the school's Special Educational Needs Policy and to work under the guidance of class teachers to establish a constructive and trusting relationships with pupils and interact with them according to individual needs;
13. Implementing Individual Education Plans;
14. Supporting delivery of learning activities, interventions and individualised programmes of support. This

may include working with supporting services such as Educational Psychotherapy, Speech and Language Therapy, Occupational Therapy and Physiotherapy, wherever appropriate;

Recording and assessment

1. To assist the teacher in observation and assessment of pupils as needed;
2. Be aware of the pupil's achievements and progress and report to the teacher as agreed;
3. Advocate on behalf of the child, if needed;
4. Contribute to daily/weekly formative feedback on pupils' learning experience as part of 'Assessment for Learning' strategies;
5. Contribute information to pupil records (e.g. annual review, DAFs and My Plans);
6. When necessary or when requested assist teachers with class activities of individuals or groups of children within the class. Assist children in the use of resources;
7. To assist the SENDCo in carrying out standard assessments of pupils' key performance measures;
8. To contribute to child studies, ongoing pupil assessments and reports.

Pastoral

1. To support the SEND team in delivering pastoral support to pupils as needed;
2. To carry out break duties and playground monitoring on a rota basis;
3. Support the School's Behaviour and Discipline Policy;
4. Liaise with parents as appropriate;
5. Assisting with playground duties as required.

Standards and quality assurance

1. To work within the teaching group to help the smooth day-to-day running of the whole school;
2. Support the aims and ethos of the school;
3. To maintain confidentiality at all times;
4. Set a good example in terms of dress, punctuality and attendance;
5. Attend and participate in open evenings and student performances;
6. To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives;
7. Attend team and staff meetings;
8. Participate in training and other learning activities and performance development as required;
9. Any other duties reasonably requested by the school;
10. The postholder is required to operate within the school policies including the Equal opportunities, Safeguarding and Health and Safety policies;

The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid. The job description is current but liable to variation to reflect or anticipate changes in the requirements of the post.

Person specification - Essential to this post

Qualifications and training:-

- Educated to a good standard;

Experience

- Experience of working with children with challenging SEND and behavioral support needs;
- Experience of delivering support for pupils in a classroom situation and other creative learning environments;
- Experience of supervising pupils and relating to them;

Professional qualities

- Flexible approach to work and ability to work under pressure;
- High level of physical fitness and resilience;
- Creative approach to the delivery of learning support;

- Excellent ability to work in a team and under the direction of experienced staff;
- Ability to work on own initiative and as part of a teaching team;
- Good organisational skills and an ability to work effectively;
- Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues;
- Ability to set high expectations of all pupils and be committed to raising educational achievement;
- Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues, parents and other education and care professionals;
- Ability to maintain confidentiality;
- A commitment to bringing Steiner education to children who would not otherwise have access to this form of education.

Person specification - Desirable

Knowledge and understanding

- Knowledge and understanding of Steiner Waldorf Education, especially as it relates to learning support;
- Experience working in a Steiner Waldorf setting;
- Training in Phonics, Write Dance, Counting to Calculate, Widget, Speech and Language support or similar learning support programmes, etc.
- Basic knowledge of Health & Safety.

The ideal candidate must be organised and responsible, able to motivate themselves and apply imagination to their work.

Remuneration

Salary: £13,574.35 for a 37.5 hour week, based on 38 weeks (term-time only).

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure.

Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form, which can be found on our website at <http://www.steineracademyexeter.org.uk/current-vacancies>.

Closing date for receipt of completed applications 12noon Monday 5th November 2018

Interviews are likely to be in the week commencing 12th November

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Aegir Morgan, acting Principal September 2018