

JOB DESCRIPTION: LEARNING SUPPORT ASSISTANT

Witham Hall School Trust is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with current and previous employers and the Disclosure and Barring Service (DBS).

Scope & General Purpose:	To implement the School's Policy for Learning Support across the Pre-Prep department and initial years within the Prep department
Responsible to:	Head of Learning Support (and Head of Pre-Prep for Early Years matters)
Hours of work:	0.7 FTE. Monday to Friday: 0815 – 1300 x 3 days per week and 0815 – 1630 x 2 days per week (these are the preferred hours, with some flexibility for the right candidate)
Pension:	Auto-enrolment into the School's Pension Scheme as appropriate
Commencement Date:	19 th April 2022 (or later for the right candidate)
Notice Period:	One full School term

Overview

To be an active member of the Learning Support team and contribute to the effective provision and practice in the department and act as the EYFS Learning Support Lead.

Key Tasks

To support the SENCO by:

- Managing and delivering the day-to-day running of the School's policy for children with SEN within the Pre-Prep Department, and most specifically for all children receiving Learning Support from Reception to Year 3 at Stages 2 and 3.
- As the EYFS STET, attend weekly meetings with the EYFS team and termly regional briefings.
- Delivering Stage 2 In-Class Learning Support in Prep for children in Year 4 and above (if required).
- To assist in the smooth transition of children with SEN from Pre-Prep to Year 4 by providing hand-on information, including social passports where appropriate.
- Help to develop and run a sensory circuits programme to be delivered daily.

Role

Policy Compliance

- Keeping up to date with SEN issues by:

- Attending relevant courses/ training days
- Being aware of statutory requirements for children with SEN in EYFS
- Developing specialist knowledge in the four areas of SEND: learning and cognition; physical and sensory; communication and interaction; social, emotional and mental health.
- Ensuring staff who teach Pre-Prep children are informed of SEN issues by:
 - Liaising with relevant staff
 - Contributing to the in-service training of staff
 - Developing staff knowledge of the four areas of SEND
- Attending whole Staff INSET as required by the Headmaster.

Control

- Enable a consistent approach to SEN within the whole school by:
 - Attending weekly meetings with SENCO to discuss SEN matters and to share specialist knowledge in the four areas of SEND and offer the SENCO advice when required.
 - Assessing, monitoring, recording and reviewing progress of each child with SEN at Stages 2 and 3 in Pre-Prep and ensuring relevant records and information are passed on to Year 4 class teachers.
 - Completing a 'hand on' report for each child with SEN at Stage 2 and Stage 3 moving from Year 3 to Year 4.

Teaching

- Planning and delivering individually tailored Learning Support lessons for each child with SEN at Stages 2 and 3 in Pre-Prep.
- Delivering Stage 2 In-Class Learning Support in Prep for children in Year 4 and (if required) Year 5 and above.

Liaison

- Coordinating learning support provision for Pre-Prep children with SEN by:
 - Arranging the termly timetable for individual and group lessons
 - Devising and delivering individual programmes to meet the needs of each child (taking into account recommendations of external and internal assessments and tests)
 - Coordinating external consultancy / intervention sessions for Pre Prep children with SEN
 - Discussing any Learning Support recommendations with class teachers in Pre-Prep, the SENCO and Year 4 class teachers ahead of transition to Prep
 - Discussing each child's progress regularly with their class teacher
 - Attending weekly staff meetings to keep informed about any children causing concern, any policy requirements and any other SEN matters
- Liaising with external agencies regarding children in Pre-Prep with SEN by:
 - Arranging relevant interventions by external agencies
 - Attending Review Meetings
 - Attending post-assessment meetings
- In combination with class teacher, to liaise with parents of children with SEN at Stages 2 and 3 in Pre-Prep and during the settling in period in Year 4 by:

- Being available to meet with parents
- Advising parents about psychological assessments / speech and language support, if required
- Discussing Review Meeting and external agency recommendations with parents, if required

Record-Keeping

- Maintaining records for all Pre-Prep children with SEN by:
 - Maintaining the Pre-Prep Learning Support Registers and Handbook (through termly updates).
 - Devising support plans for each child at Stages 2 and 3 in Pre-Prep through consultation with class teacher and circulating to staff and parents.
 - Keeping individual files for each child with SEN in Pre-Prep, each containing the following dated information:
 - CAT test results
 - Records of Concerns by staff
 - Records of Consultation and e-mails with parents, if appropriate
 - Any diagnostic tests or assessments
 - Reading and Spelling standardised scores, tested at six monthly intervals.
 - Copies of reviewed support plans.

Knowledge, Skills and Experience Required

Essential

- Experience in a Teaching or Teaching Assistant role.
- Awareness of the scope of specific learning difficulties and the methods of supporting such pupils.
- Enthusiasm, energy and commitment, underpinned by a desire to learn 'in role' - the School would be keen to support training as may be required and applications from willing, committed candidates are encouraged.
- Ability to communicate effectively.
- Ability to work under own initiative.
- Proven successful decision-making skills.
- Flexible approach to role.
- Accuracy in record keeping.

Desirable

- Experience of a Learning Support role.
- Skills and knowledge relevant to some/all areas within the job description.
- An ability to contribute to the wider aspects of a thriving Prep School.

Note

- This Job Description gives a basic outline of the role and does not claim to be comprehensive. All members of staff are expected to play a full role in the life of the School as may be reasonably required of their position.

- Any role at the School can develop over time as appropriate. This Job Description is not contractual and therefore subject to change.