

## Job Description Learning Support Assistant

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| <b>Position:</b>                   | Learning Support Assistant (LSA)                                       |
| <b>Department/Service:</b>         | Future Education   |
| <b>Job status:</b>                 | Permanent  |
| <b>Hours of work:</b>              | 33.5 per week  |
| <b>Working pattern:</b>            | Mon- Fri: 08.20 – 14.50 <i>(later finish Wednesday &amp; Thursday)</i> |
| <b>Term Time Commitment:</b>       | Term time plus two weeks   |
| <b>Location:</b>                   | Norwich based – with travel across Norfolk on rare occasions           |
| <b>Salary:</b>                     | £16,431.75 Actual  |
| <b>Pension:</b>                    | Access to Company Pension Scheme                                       |
| <b>Application Deadline:</b>       | Thursday 11 <sup>th</sup> May  |
| <b>Expected start date:</b>        | ASAP – or September 2023   |
| <b>Provisional Interview date:</b> | tbc  |

**Vision statement:**

*Our vision is of vibrant and strong communities where everybody can live independent, safe and happy lives*

**About Future Projects:** Future Projects is a Charity active in helping children and adults to address severe and multiple deprivation by providing high quality, community-based services which promote education, health, skills, employment, wellbeing and life chances. We aim to help people in difficult situations build on their strengths and capabilities, and develop the confidence, skills, and resilience to take control and transform their lives.

**About Future Education:** Our nurturing, caring and vibrant school supports students to meet their full potential, academically and as individual young adults, preparing them to take the next step towards realising their aspirations with hope and confidence.

Many young people come to us after struggling to find an educational option that meets their needs. At Future Education, they find a secure place to learn and hope for the future.

Future Education is a positive choice for young people and their families, many of whom are looking for:

- A place for that is nurturing and small with a bespoke curriculum that is designed around their individual social, emotional, behavioural and learning needs.
- A place that provides an ‘educational home’ for those who may have found themselves ‘educationally homeless’ through a wide range of circumstances.

A place for those who have experienced hurt or trauma where they can find hope, healing and wholeness as well as finish their education in an environment that understands the impact of trauma on learning and behaviour.

You can find out more about the school here: [www.futureeducation.org.uk](http://www.futureeducation.org.uk)

**Context and purpose of the job:**

Future Education is a small Specialist Independent School part of Future Projects Charity. All of our young people have SEMH needs along with associated behavioural difficulties, and many have additional special educational needs such as speech, language and communication difficulties, autistic spectrum disorder (ASD) and attention deficit and hyperactive disorders (ADHD). Whilst our provision is a small school of 35 students, all have EHCP's, often they have not had a successful experience of education before joining and frequently have suffered trauma in their lives. Through our unique combination of academic and vocational study alongside a range of therapy provision our students engage with learning and acquire the skills and qualifications they need to go on to lead happy fulfilled lives.

We are looking for a kind, compassionate and dedicated person to fulfil a vital role in our school. You will support a small group of students on a daily basis with their academic learning in the morning delivered by their subject teachers. In the afternoons our students study vocational subjects from a wide range of options as well as one afternoon of PE and a further afternoon dedicated to activities designed to increase cultural capital and build confidence.

The role will promote positive engagement in learning, support academic progress, development of life skills and positive behaviour. The role involves developing effective relationships with pupils, taking a trauma informed approach and using PACE (Playfulness, Acceptance, Curiosity and Empathy) in managing behaviour.

**LSA – Personal profile:**

We are looking for a colleague who:

Has experience of working in a school environment with students of a similar age group to the school. Ideally with a background working with SEND students and will understand the challenges facing our students and be aware of strategies and interventions which achieve positive results.

Possesses, or will be willing to work towards, a recognised support assistant qualification or other similar accredited training in relation to working with pupils with SEND.

Has a good literacy and numeracy skills, and possesses excellent communication skills which enable you to motivate students to learn. You will be adept at utilising ICT and other tools in your work on a daily basis.

Is an excellent team player and able to accept and respond to advice given in order to provide the best possible experiences for our students. Able to quickly make excellent relationships with both staff and students.

Has experience working under the guidance and direction of teachers and on your own initiative to give students the very best support they need to make meaningful progress in their learning and achievement.

You will have good knowledge of the policy and procedural framework within which SEND schools operate; you will understand your role in areas such as safeguarding children, SEND, health & safety, and teaching and learning.

Will be flexible, reliable and positive and looking to make a real difference in the lives of young people.

You will be fully committed to the principles of therapeutic education for pupils with complex needs and will be able to develop a good rapport with pupils in order to understand their needs and better support them to learn and progress.

## **Job Description:**

### **Main duties and responsibilities:**

- Provide a consistent point of contact for your group of students supporting the form tutor to deliver activities and learning during form time at the start and end of each day.
- Celebrate good work and progress with your group, collect, collate and display merit points acquired. Support, encourage and record students on report so as to better inform leaders as to impact and next steps.
- To become extremely knowledgeable about your group of students, actively working with the SENCO and Senior Leaders to source background information and ways of working that are best suited to individuals in your group. To become the expert and to share that knowledge with all staff so that your students are able to make excellent progress.
- Assist with the development and implementation of any support plans promoting good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.
- Assist with the supervision of students out of lesson times and complete duties as required. Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use, including supporting the use of ICT in learning activities and developing students' competence in its use.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.
- Create and maintain a purposeful, orderly and supportive environment, assist with the display of students' work promoting inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents/carers.
- Attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's SEND and, wherever possible, making these parts of the learning experience.
- Keep up-to-date with changes and developments in the structure of the curriculum
- Participate in ongoing Continuing Professional Development and training as required – including attending and contributing to regular staff training meetings, SENCO surgeries and whole school training days.
- Contribute to termly student assessment weeks – secure a good knowledge of the process and the meaning of the data produced and individual report writing as required

- Understand that all our students have SEMH as their main focus on their EHCP and many have had traumatic experience in their lives.
- Work within the ethos of the school, have and demonstrate a secure understanding of a trauma informed approach and the use of PACE to manage behaviour. (training will be given in this area)
- Act as a positive role model for pupils at all times, setting expectations for behaviour and conduct and promoting the inclusion and acceptance of all students
- Any other such tasks as may be required commensurate with the scope and nature of the role

**This role profile is not exhaustive and is subject to review in conjunction with the post holder and according to future changes/developments in the service.**

**Contacts:** The post holder will work closely with Teachers, Instructors and a small group of students throughout the week. The role will likely involve contact with parents, carers and visiting professional staff such as Educational Psychologists or Social Workers, as well as School Governors.

**Supervision:** The post holder will be line managed by the Assistant Head - SENCO and may be directed by teaching staff on a day to day basis.

**Health and Safety/Safeguarding:** The post holder must comply with policies and procedures relating to health and safety, security, confidentiality, data protection, vulnerable adults and safeguarding children, and preventing extremism and radicalisation; and report all concerns or disclosures to the appropriate person.

Future Education is committed to safeguarding children and adults and expects all staff and volunteers to share that commitment. Our primary concern is always the safety and wellbeing of children.

- The School's Designated Safeguarding Lead for Children is: Jane Maclennan – Deputy Head Teacher at Future Education: [j.maclennan@futureeducation.org.uk](mailto:j.maclennan@futureeducation.org.uk) 01603 251 310
- The Charity's Designated Safeguarding Lead for Adults is: Grace Richardson – Support Services Manager: [g.richardson@futureprojects.org.uk](mailto:g.richardson@futureprojects.org.uk) 01603 327889

Future Education will provide a programme of induction and training to include Health & Safety and Safeguarding, and will make external training available as required.

**Equalities:** The post holder must be aware of, support and promote equality and diversity in all its forms, and ensure that pupils have equality of access to the service. Future Education is an equal opportunities employer and a disability confident employer.

**Disclosure of Criminal Convictions / Cautions:** Because Future Education offers education to people under the age of 18 all positions are exempt from the provisions of the Rehabilitation of Offenders Act 1974. You are therefore not entitled to withhold information about any convictions/cautions, etc. including those which for other purposes are 'spent' under the provision of the Act.

**Police Checks:** All employees/volunteers are required to undertake a full DBS disclosure check prior to commencing employment. The successful applicant will be required to complete a disclosure form for the School to undertake a criminal record check to confirm the existence and/or nature of any record of criminal convictions or other relevant information.

**Addition information:** Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Future Education encourages a positive attitude and approach at all times, promoting an atmosphere in which young people can raise their self-esteem and develop high expectations for themselves.

The post holder is required to contribute to and support the overall aims and ethos of the charity.

**Person Specification:** Successful candidates will evidence the following skills, knowledge, experience and qualities.

| Criteria   | Essential | Desirable |
|--|-----------|-----------|
| Possess clear understanding of Safeguarding, Lone Working, Health and Safety, Equality, Confidentiality and Data Protection in the context of a school environment | ✓         |           |
| Experience working with children experiencing barriers to learning and engagement in education   | ✓         |           |
| Excellent written and verbal communication skills  | ✓         |           |
| Display patience, understanding, empathy and a genuine care for pupils with complex needs  | ✓         |           |
| Experience supporting pupils' teaching and learning  | ✓         |           |
| Ability to be diplomatic and tactful, and to communicate well with pupils, colleagues, parents and professionals.  | ✓         |           |
| Good ICT skills and ability to use ICT in support of learning  | ✓         |           |
| Display a commitment to continuing professional development and learning new skills in regard to working with pupils with complex needs                            | ✓         |           |
| Good sense of humour and a can-do attitude to work   | ✓         |           |
| TA specific qualification equivalent to NVQ Level 2 or 3.  |           | ✓         |
| Therapeutic training within education setting  |           | ✓         |
| Knowledge of the statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children  |           | ✓         |

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| Knowledge of the SEN Code of Practice                                    |  | ✓ |
| De-escalation/restraint training - preferably Norfolk STEPS              |  | ✓ |
| GCSEs at 4+ or equivalent in English and Maths                           |  | ✓ |
| Knowledge and/or experience of delivering phonics/literacy interventions |  | ✓ |