



# ***Brightside Primary School***

**Appointment of  
Learning Support Assistant  
Information for Candidates**



Essex County Council

## **POST OF LEARNING SUPPORT ASSISTANT**

<b>School:</b>	Brightside Primary School
<b>Telephone:</b>	(01277) 655995
<b>School Group Size:</b>	3
<b>Salary Range:</b>	Band 2
<b>Start Date:</b>	ASAP subject to eCRB clearance
<b>Type of Contract:</b>	Fixed Term

### **1. SELECTION ARRANGEMENTS - THE PROCESS**

This paragraph tells you about how the selection process will operate.

You are asked to complete the enclosed Application Form **which you should relate specifically to the Person Specification and the accompanying Job Description. Please do not attach a CV.**

Please note that candidates will be shortlisted against this criteria.

Informal visits to the School are welcome and should be arranged by telephoning Mrs Kate Crouchman on (01277) 655995.

Your application will not be acknowledged but, should you have any queries regarding receipt of your application, please do not hesitate to telephone Mrs Kate Crouchman on 01277 655995

**Closing date: 25<sup>th</sup> September**

**It is planned that shortlisting will take place on: 25<sup>th</sup> September**

**Interviews will be held on: 2<sup>nd</sup> October**

## **JOB DESCRIPTION – Teaching Assistant/LSAs**

**Name:**

**Title of Post:** Teaching Assistant

**Salary Scale:** Band 2

**Responsible to:** Inclusion Manager  
Deputy Headteacher  
Headteacher

### **Purpose of Job:**

- To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.
- To provide support to pupils in a particular curriculum area across the school or support pupils with severe learning, behavioural, communication, social, sensory or physical difficulties.

### **Duties**

- Take an active role in the preparation, maintenance and control of stocks of materials and resources
- Working with individuals or small groups of children under the direction of teaching staff
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Establish positive relationships with pupils supported
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support pupils with activities which support literacy and numeracy skills
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- To be involved in planning, organising and implementing Statement plans or EHCPs, including attendance at, and contribution to, reviews
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher
- Support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- Attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To assist with the display and presentation of pupils' work
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities
- To assist with escorting pupils on educational visits

### **General**

- To understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

### **Other Activities**

To carry out any other duties reasonably requested by the Headteacher or Deputy Headteacher.

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher.

This job description does not form part of the contract of employment. It describes the way in which the learning support assistant is expected and required to perform and complete the particular duties as set out above.

Signature \_\_\_\_\_

Date\_\_\_\_\_

Headteacher \_\_\_\_\_

Date\_\_\_\_\_

## PERSON SPECIFICATION

### LSA Post

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>● GCSE Grade C+ or equivalent in English and Maths</li> <li>● NVQ Level 2 or equivalent in Supporting Learning</li> </ul>	<ul style="list-style-type: none"> <li>● NVQ Level 3 or equivalent in Supporting Learning</li> <li>● Evidence of continuing professional development.</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>● Successful experience working with children</li> </ul>	
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>● Able to write accurate reports</li> <li>● Ability to use clear language to communicate information unambiguously</li> <li>● Ability to listen effectively</li> <li>● Seek support to overcome communication barriers with children and adults</li> <li>● Ability to negotiate effectively with adults and children</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of implementing recommendations from Occupational Therapy programmes to support pupils with physical and / or sensory needs</li> <li>● Experience of working with pupils who have speech, language and communication needs</li> <li>● Have knowledge and / or experience of supporting pupils with ASD / DMD</li> </ul>
<b>WORKING WITH CHILDREN</b>	<ul style="list-style-type: none"> <li>● Ability to demonstrate the effective implementation of the school's behaviour policy and individual needs</li> <li>● Ability to set standards and communicate expectations.</li> <li>● Ability to understand and support children's learning</li> <li>● A good understanding of the National Curriculum</li> <li>● Delegating tasks and responsibilities and monitoring outcomes.</li> <li>● Can show understanding to the needs of the pupils.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to assess progress and performance</li> </ul>
<b>WORKING WITH OTHERS</b>	<ul style="list-style-type: none"> <li>● Ability to make a proactive contribution to the school team</li> <li>● Work effectively with a range of adults</li> <li>● Seek advice from both within and outside the team</li> </ul>	
<b>PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>● Open and approachable. Self confident but self critical.</li> <li>● Team player who is able to motivate and inspire.</li> <li>● Enjoy working as a member of a team</li> <li>● Stamina and tenacity with the ability to preserve a sense of humour.</li> <li>● Well organised.</li> <li>● To show a caring attitude towards staff, pupils and parents.</li> <li>● Have a breadth of interests, both educational and recreational.</li> <li>● Commitment to the ethos of our school.</li> <li>● Someone who cares and wants to make a difference.</li> <li>● Ability to remain calm under pressure</li> <li>● Can manage own time effectively</li> <li>● Creative</li> <li>● Ability to resolve problems independently</li> </ul>	

## **RECRUITMENT AND SELECTION POLICY STATEMENT**

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Criminal Records Bureau has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Criminal Records Bureau in relation to the processing, handling and security of Disclosure information.

The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a list 99 check (in some residential establishments a check of PoCA list may also be required)
- a satisfactory CRB disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted)
- the production of evidence of the right to work in the UK

- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

## **REFERENCES**

Two employment references will be required of all shortlisted applicants. Reference requests will specifically ask:

- about the referee's relationship with the candidate,
- whether the referee is satisfied that the candidate has the ability and is suitable to undertake the job in question,
- whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the concerns and the reasons why the referee believes the person might be unsuitable.

Referees will also be asked to confirm details of:

- the applicant's current post, salary and sick record;
- performance history and conduct;
- any disciplinary procedures in which the disciplinary sanction is current;
- any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the disciplinary sanction has expired, and the outcome of those; and,
- details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children, and the outcome of those concerns.

A copy of the School's Recruitment Procedure is available from the school upon request.