

June 2020

Dear Candidate

Thank you for expressing an interest in the SEN Learning Assistant position.

At Niton Primary School we aim to provide an exciting learning environment of the highest standard to give each and every child the best possible education.

**We are looking for a SEN Learning Assistant that will have:**

Consistently excellent classroom practice resulting in high levels of pupil enjoyment and progress. An enthusiasm for supporting pupils with special educational needs.

Please note this position is 25 hours per week, fixed term linked to a pupil with an EHCP.

**How to Apply**

Interested candidates can download an application pack from our website: [nitonprimary.org](http://nitonprimary.org)

Prospective candidates are encouraged to visit the school informally. Social distancing guidelines will be followed. To organise a visit or if you have any questions, please contact [recruitment@niton.iow.sch.uk](mailto:recruitment@niton.iow.sch.uk).

Closing date for applications: **Friday 26<sup>th</sup> June 2020 (noon)**

Interviews: **Monday 29<sup>th</sup> June 2020**

Completed application forms should be e-mailed to [recruitment@niton.iow.sch.uk](mailto:recruitment@niton.iow.sch.uk)

All applications will be acknowledged upon receipt.

References will be requested prior to interview and an enhanced DBS check will be required for successful applicants.

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.

Should you have any queries, please do not hesitate to contact me.

Yours Sincerely



Mr Duncan Mills  
**Executive Headteacher**



## Isle of Wight Council Job Description



<b>Identifying Facts</b>	
Title of Post: Learning Support Assistant B	
Directorate: Education	Post No:
Section: Classroom Learning Support	Date: June 2020
Responsible to: Class Teacher	

### Job Purpose

Working under guidance – provide support in addressing the needs of pupils including those who need particular help to overcome barriers to learning.

### Major Tasks

1. Promote equality as an integral part of a role and treat everyone with fairness and dignity.
2. To develop and maintain a generic skill set that allows the Isle of Wight Council to employ your skills, abilities and experience across the Council and its formal partnerships as needed.

### Support for Pupils:

1. Provide pastoral support to pupils through well-established routines and processes, home school communication and shared strategies.
2. Receive and supervise excluded from, or otherwise not working to, a normal timetable. Provide visual support and contextual cues for timetabling and routines.
3. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development. Develop pupil's self-care skills particularly those linked to toileting and hand hygiene.
4. Participate in comprehensive assessments of pupils to determine those in need of particular help. Use this knowledge to plan and adapt learning opportunities supported by the class teacher and responding to the pupil's needs.



5. Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans liaising with outside agencies.
6. Support provision of support for pupils with special needs liaising with and working alongside outside agencies (e.g Speech and language team) implementing programmes of support for the pupil and modelling language and communication skills.
7. Establish productive working relationships with pupils, acting as a role model. Develop a consistent, trusted relationship with the pupil and parents to ensure a positive working relationship.
8. Develop 1-2-1 mentoring arrangements with pupils and provide support for distressed pupils, providing support for anxieties.
9. Promote the speedy / effective transfer of pupils across phases / integration of those who have been absent.
10. Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance. Support the pupil in the development of their attention span and skills in different circumstances – child led activities, adult led activities, peer led activities.
11. Challenge and motivate pupils, promote and reinforce self-esteem.
12. Provide accurate feedback and praise to pupils in relation to progress, achievement, behaviour, attendance, etc.

#### **Support for Teachers:**

13. Liaise with feeder pre-schools, schools and other relevant bodies to gather pupil information.
14. Liaise and work with the class teacher and outside agencies to support pupils' access to learning using appropriate strategies, resources etc. and developing the pupil's communication skills.
15. Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
16. Monitor and evaluate pupils' responses and progress against action plans and individual education plans through observation and planned recording.
17. Provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
18. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested.



19. Assist in the development and implementation of appropriate behaviour management strategies. Work with the SENDCO and Class teacher to put together and review behaviour plans and risk assessments as needed.
20. Establish constructive relationships with parents / carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links and shared strategies.
21. Assist in the development, implementation and monitoring of systems relating to attendance and integration.
22. Clerical / administrative support e.g. dealing with correspondence, compilation / analysis / reporting on attendance, exclusions etc., making phone calls etc.

**Support for the Curriculum:**

23. Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
24. Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
25. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

**Support for the School:**

26. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
27. Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop.
28. Contribute to the overall ethos / work / aims of the school.
29. Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils.
30. Attend and participate in regular meetings.
31. Participate in training and other learning activities as required
32. Recognise own strengths and areas of expertise and use these to advise and support others, particularly in supporting the identified pupil.
33. Assist in the supervision, training and development of staff.



34. Implement planned supervision of pupils out of school hours.
35. Supervise pupils on visits, trips and out of school activities as required contributing to risk assessments in the planning of visits, trips or activities.

**Generic quality statement: The Isle of Wight Council** expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

**Safeguarding** - The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices.

**Diversity and Equality** - All employees are expected to treat others with dignity and respect.

**Health and Safety** - The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

**Data Protection and ICT Security** – All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

*This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.*



**PERSON SPECIFICATION**

**JOB TITLE: Special Needs Assistant B DEPARTMENT: Education**

<b>E = ESSENTIAL</b>		<b>SOURCE OF EVIDENCE - APPLICATION = A</b>	
<b>D = DESIRABLE</b>		<b>TEST = T</b>	<b>INTERVIEW = I</b>
	<b>1. EXPERIENCE, direct work experience, other relevant experience.</b>	<b>W =</b>	
<b>D</b>	Experience working with children of relevant age.		<b>A/I</b>
<b>D</b>	Experience of working with pupils with additional needs.		<b>A/I</b>
	<b>2. KNOWLEDGE, without which the job cannot be done effectively.</b>	<b>W =</b>	
<b>D</b>	Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation.		<b>A/I/T</b>
<b>D</b>	Working knowledge of national curriculum and other relevant learning programmes.		<b>A/I/T</b>
<b>D</b>	Understanding of principles of child development and learning processes and in particular, barriers to learning.		<b>A/I</b>
<b>D</b>	Full understanding of the range of support services / providers.		<b>A/I</b>
			<b>A/I</b>
	<b>3. SKILLS &amp; ABILITIES, Essential/Capable of doing, Desirable/Able to train.</b>	<b>W =</b>	
<b>D</b>	Ability to plan effective actions for pupils at risk of underachieving.		<b>A/I</b>
<b>D</b>	Ability to self-evaluate learning needs and actively seek learning opportunities.		<b>A/I</b>
<b>E</b>	Ability to relate well to children and adults.		<b>A/I</b>
<b>D</b>	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.		<b>A/I</b>
			<b>A/I</b>
	<b>4. QUALIFICATIONS, TRAINING &amp; EDUCATION, also identify training to be given.</b>	<b>W =</b>	
<b>E</b>	English and Maths GCSE Grade C or above or equivalent.		<b>A/I</b>
<b>D</b>	NVQ 2 for Teaching Assistants or equivalent qualification or experience.		<b>A/I</b>
			<b>A/I</b>
	<b>5. PERSONALITY, SOCIAL SKILLS, Relationships, thinking style, disposition.</b>	<b>W =</b>	



		A/I
		A/I
	<b>6. OTHER FACTORS, Physical, Mobility, Availability, Conditions, etc.</b>	<b>W =</b>
		A/I
	<b>CONTRA INDICATIONS, if any</b>	<b>W =</b>
		A/I

