

## Job Description

Fox Federation is a passionate community of three schools working collaboratively to ensure equal access to consistent, excellent education for all pupils. Our schools are nurturing places to work, committed to innovation and have high academic standards. Staff who join our team are supported to grow and develop outstanding practice through exceptional CPD and support from a warm, passionate team of dedicated teachers and leaders.

Our community of schools



Fox  
Primary  
School



Ashburnham  
Primary  
School



Avonmore  
Primary  
School

### Main Purpose of the Job

- To work under the guidance of the class teacher, SENDCo and Senior Leadership Team to deliver support, to enable them to access learning and maximise their chances academically, socially and emotionally.
- To assist teachers and senior staff to ensure pupil progress; this will include working on Outcomes within the child's Educational Healthcare Plan (EHCP).
- To ensure accurate records and observations are kept as well as, where appropriate, helping assess and feedback.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.
- To administer routine assessments and undertake routine marking of pupils' work.
- To supervise during break and lunch times.

## Main Responsibilities

### Support for the Pupils/ Families

- To deliver pastoral and learning support.
- To provide feedback to pupils in relation to progress and achievement.
- To establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements; providing support for distressed pupils.
- To work with pupils, understanding how to motivate and encourage them to develop and achieve.
- To provide support for pupils to broaden and enrich their learning.
- To work with the SENDCo and other teachers to develop and implement Termly Target Trackers and behaviour mentoring plans.
- To understand the individual needs of children and be responsible for advising them on social health and hygiene.
- To promote the inclusion and acceptance of all pupils within the classroom.
- To encourage pupils to interact and work cooperatively with others and engage in all activities.
- To read with individual children and groups and complete reading records as directed by the class teacher.
- To work with small groups of children and to take responsibility for their learning.
- To support a child with disabilities or special educational needs.
- To support children in mixed ability pairings or groupings ensuring that they understand tasks and learning objectives.
- To supervise and assist with medical / toileting needs as required.

### Support for the Teachers

- Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment.
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems.
- To establish and maintain constructive relationships with parents/carers by:
  - supporting their role in pupils' learning
  - providing constructive feedback on pupils' progress and achievements
  - facilitating their support for their child's attendance
  - support home-to-school/community links
- To promote excellent pupil behaviour, dealing promptly with incidents in line with the agreed behaviour policies or Individual Behaviour Plans. To be proactive in managing behaviour and promote self-control, independence and integration.
- To support pupil transitions and attend parent consultations as appropriate.
- To accompany teaching staff on pupil visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To work with the class teacher to complete administration tasks and prepare displays.

### Support for the School

- To be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

- To contribute to the overall ethos/work/aims of the school.
- To contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.
- To attend and participate in regular meetings, and in training and other activities as required which contribute to the overall aims of the school.
- To assist in the general care of the school environment.
- To assist with children at the beginning and end of the day and in the playground as required.
- To support the appraisal system for support staff.
- Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings.

### **Support for the Curriculum**

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary.
- To be responsible for management of stock levels and for maintenance / quality /safety of specialist equipment.
- To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account the pupil's interests, language and cultural backgrounds.
- To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities.
- To undertake broadly similar duties commensurate with the level of the post as required by the Head of School.

## Person Specification

### Essential Knowledge, Experience and Skills

- **Experience** - Working with young children, perhaps as a parent or voluntary worker
- **Knowledge and Understanding** – The Learning Support Assistant should have understanding of:
  - the needs of young children with additional needs such as ASD;
  - child development and the ways in which children learn;
  - the roles played by various adults in a child’s education;
  - behaviour management strategies;
  - equal opportunities;
  - safeguarding
- **Skills** – The Learning Support Assistant will be able to:
  - work with an individual child in order to achieve their learning goals in lessons and also to support their emotional and social development;
  - help staff to achieve their whole class objectives;
  - assist children on an individual basis, in small group and whole class work;
  - explain tasks simply and clearly and foster independence; supervise children, and adhere to defined behaviour management policies;
  - accept and respond to authority and supervision;
  - work with guidance, but show initiative;
  - liaise and communicate effectively with others;
  - demonstrate good organisational and timekeeping skills;
  - reflect on and develop professional practice; display work effectively, and make and maintain whole class teaching resources;
  - make and maintain individualised learning resources;
  - work closely with outside professionals and respond to their advice and guidance
- **Qualifications**- good numeracy and literacy skills GCSE C or equivalent
- **Values**- a career which evidences shared values with Fox Federation and a commitment to personal learning and development
- **Commitment** to excellence and the maximising of academic and personal achievement for all pupils
- **Equality** - an ability to ensure that each child’s identity is respected, maintained and enhanced and that stereotypes are challenged in a sensitive way.
- **Partnership** – respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process
- **Communication**- the proven ability to communicate clearly both orally and in writing with pupils, parents and colleagues
- **Collaboration**- ability to be an active team-member, maintain good relations with colleagues and get the best out of others.

## Desired Knowledge, Experience and Skills

- Childcare or Teaching Assistant qualification or equivalent qualification / experience
- Understanding of relevant policies and practices
- An understanding of the curriculum and other learning strategies
- An ability to work successfully with children from different ethnic groups.
- Working or volunteering with children or adults with additional needs such as Autism or ADHD
- Monitor, record and assess progress
- Use alternative strategies to help children if they are unable to understand
- Describe and use a range of behaviour management strategies with children
- Identify gaps in their own professional practice that they to develop
- Demonstrate the ability to learn and adapt from past experience

**As part of our commitment to fairer recruitment, all applications will be assessed with names and any protected characteristics redacted.**