

Role Profile: Learning Support Assistant**Location: Pattison School****Function: Teaching Assistant****Reporting to: Headteacher and SENDCO****About the School**

Pattison School is a small, nurturing independent school with a strong ethos of care, creativity and community. We are committed to supporting every child to thrive academically, socially and artistically. Our size allows us to know each pupil as an individual and to create an environment where they feel valued, supported and inspired.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to an enhanced DBS check and social media screening.

Role Purpose

This is an exciting opportunity for a passionate individual to inspire our children. Pattison School is seeking to appoint a full-time Learning Support Assistant. The successful candidates will have the knowledge, motivation and experience to support pupils with a range of needs including those with autism, dyslexia and ADHD.

Our ideal candidate will work collaboratively with our staff to provide the very best support within the classroom environment, small group situations and on a one-to-one basis. Staff will work alongside teachers to raise the learning and attainment of pupils whilst also promoting their independence, self-esteem and social inclusion.

The successful candidate will understand how to provide the most effective support whilst adapting learning to suit the pupil's strengths. This role is about enabling not over-supporting, and above all, is about building trusting relationships

What you will be doing**Key Responsibilities**

- To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them
- To aid the pupil to learn as effectively as possible both in group situations and on their own by, for example:
 - Clarifying and explaining instructions

- Ensuring the pupil is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks appropriate to pupil's needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation, etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENDCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
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- To establish supportive relationships with the pupil concerned
 - To promote the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
 - Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
 - To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
 - To mark the pupil's work under the direction of the class teacher
 - To support the pupil in developing social skills both in and out of the classroom
 - To provide regular feedback on the pupil's learning and behaviour to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted
 - Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
 - Where appropriate, to know and apply positive handling techniques
 - To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
 - Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
 - To be aware of confidential issues linked to home/pupil/teacher/school
 - To contribute towards reviews of the pupil's progress as appropriate
 - To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment

- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
- To accompany teacher and pupils on educational visits
- To carry out the above duties in accordance with the school's Equal Opportunities Policy.
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Standards and Quality Assurance

- Support the school's aims and ethos.
- Set a good example in terms of dress, punctuality and attendance.
- Be proactive in matters of health and safety.
- Undertake professional duties that may be reasonably assigned.

Other professional requirements - to:

- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and school activities, shows, etc.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Participate in continuing professional development (CPD) e.g. online training, in-service education and training (INSET).
- Take part and contribute to in-service training if appropriate.
- Liaise effectively with parents.
- In addition to carrying out other duties as reasonably required by the Head or SENDCO.

What you'll bring

- Previous experience working as a Teaching Assistant or Learning Support Assistant, ideally within a school setting
- Experience supporting pupils with SEND, including needs such as autism, dyslexia, and ADHD
- A good understanding of how to support pupils' learning, development, and wellbeing in a classroom environment
- Strong communication and interpersonal skills, with the ability to build positive, trusting relationships with pupils, staff, and parents
- The ability to work collaboratively with teachers and the SENDCO to support individual learning plans

- Patience, empathy, and a nurturing approach to supporting children's social and emotional development
- Confidence in adapting learning activities to meet individual needs while promoting independence
- A proactive and flexible attitude, with the ability to respond effectively to changing situations
- Good organisational skills and the ability to manage time and priorities effectively
- A commitment to safeguarding, inclusion, and promoting the welfare of all pupils
- A willingness to engage in ongoing training and professional development

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Key Stakeholders you'll be working with

- Internal: Pupils and all school staff.
- Blenheim Schools: Colleagues across Blenheim schools.
- External: Key external relationships and parents.

Governance:

- Blenheim Schools is the proprietor of Pattison School. As such, Blenheim Schools has the legal responsibility and accountability for ensuring that the school is compliant, demonstrating the highest standard of pupil safety, quality of education and effectiveness in all areas of school life.
- Blenheim Schools do not have governing bodies. However, they all have strong and established governance arrangements and Heads are line managed by a Chair of Governors.
- Support in leading a school which is entirely compliant and provides a safe learning environment for students and staff ensuring full compliance with legislation, regulations, safeguarding policies, procedures and code of conduct.
- Safeguarding and Health & Safety governance visits are held at each school to evaluate their quality for protection for our children. During these visits, the reviewer will speak with the Head, Designated Safeguarding Lead, Educational Visits Coordinator and other staff, as well as always talking to groups of children.

Job Description

- To be signed and dated by employee:
- Signed:
- Name (print):
- Date: