



Job Description for Learning Support Assistant

Post:	Learning Support Assistant
Line Manager:	Learning Support Coordinator
Working with:	Form Tutor, Qualified Teacher of Visually Impaired (QTVI), Specialist Teaching Assistant (STA), Habilitation specialist
Start date:	04 September 2023

Outline of Department

Many of our pupils start their journey at BGS in our Infant and Junior School. Our strong academic focus is carefully and thoughtfully balanced with a caring and restorative pastoral approach. The Infant and Junior teaching teams work together, actively overseen by the Head of Infants and Juniors supported by two Deputy Heads. The BGS values of kindness, integrity and rigour underpin all that we do.

Housed in two adjacent buildings, with age-appropriate, dedicated outdoor play spaces, the Infants feels like a school within a school. With two forms per year group, our Infant children thrive in the close-knit, friendly environment. Our EYFS team are proud ambassadors of the Bristol Standard and help to lay a solid foundation for each child's learning journey through the school. Our Infant curriculum is supported by subject specialist teaching, ensuring stretch and challenge from a young age. The Infant children's learning experience extends way beyond the classroom, with extra-curricular clubs, educational trips and weekly Forest School visits. Our youngest pupils benefit from the fantastic facilities the school has to offer, understanding that they are part of a bigger school community. Originally the Headmaster's house, the Junior's building is the vibrant heart of the Junior School. From here, children in Years 3 to 6 enjoy busy, enriching days, following a broad and diverse curriculum. Our Junior curriculum includes traditional subjects, many taught by specialist teachers in Years 5 and 6. The school experience is further enhanced by an abundant choice of extra-curricular opportunities, both during lunchtimes and after school, enabling the children to discover new skills, hobbies and interests. All Junior children (two forms in Years 3 and 4 and three forms in Years 5 and 6) are allocated to one of four Houses, which meet for House Assembly. Children participate in House sporting and performance events and create friendships beyond their form group.

Our class sizes are small. Each class has a Form Tutor (and dedicated Teaching Assistant from Reception to Year 3) to support the children throughout the day. Both the Infants and Juniors benefit from an Assistant Head, with a particular focus on pastoral matters. We also have an experienced Learning Support team, who can offer additional educational support where needed along with ELSAs (Emotional Learning Support Assistants) to help with emotional and social wellbeing.

Pupils from Year 1 onwards have the opportunity to take on leadership roles as they move through the school. This could be as a member of the School Council or as a Charity Representative, ensuring that the pupil voice is always heard. Other pupils support the school in their roles as Infant playleaders for Reception, Digital Leaders, or Year 6 Prefects.

With the children always at the heart of all we do, we are fortunate to have strong links with our active and inclusive parents' association. BGS Friends Infants & Juniors meet regularly and organise social and charity events for pupils, their families, and the wider community – all parents and guardians are welcome to join.

Purpose of Job

To provide assistance to a pupil with a visual impairment (VI) so that they can safely participate in all areas of school life, access the curriculum and extra-curricular activities, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life. Support will be provided on a 1:1 basis.

Duties and Responsibilities

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

- To work in partnership with the teacher in the planning of lessons including the adaptations, materials and direct support that pupil will need to be included and make progress.
- Providing direct support as agreed with the teacher (and QTVI). This may include pre-tutoring support to ensure the pupil has the necessary knowledge and familiarity with the resources, skills and concepts to be used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.
- Adapting resources and teaching materials as necessary for the pupil to access the key points of a lesson and achieve the objectives set, as far as possible independently.
- To support the pupil in developing Braille skills.
- To support the pupil to actively participate in whole class teaching, follow on activities and group work, encouraging independence and social interaction.
- Using praise, assistance and encouragement to motivate the pupil and to help them stay on task. • Supporting the pupil to understand follow up tasks set by the teacher.
- Taking lesson notes from the board, where required, to support the pupil's understanding. • Overseeing the pupil's work in practical activities where safety is a consideration.

Implementing Individual Learning Programmes for the Pupil

- Working with the Learning Support Coordinator, class teacher, QTVI and other specialists to plan, agree and deliver the programme which contains clear, challenging but achievable objectives for the pupil linked to their Education Health and Care Plan.
- Support and reinforce mobility and independence skills under the guidance of a pupil's habilitation specialist.
- Delivering the agreed programmes under the guidance of the teacher, Learning Support Coordinator and the QTVI focussing on the needs and outcomes identified in the pupil's EHCP.

Observing and Reporting on Pupil Progress

- To observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.
- Providing constructive feedback to the teacher on how the pupil has responded academically and socially to the lesson, including any difficulties experienced in supporting the pupil's needs.
- To contribute to the maintenance of pupil records as agreed with the teacher and/or Learning Support Coordinator and help to maintain the record keeping system.

Using Technology and Optical Aids to Support Pupil's Learning

- Checking that any equipment used by the pupil is functioning properly, ensuring that any problems are dealt with quickly in liaison with the teacher.
- To support the pupil in developing their skill in the use of specialist equipment independently, including software applications.

Supporting Children's Emotional and Social Development

- Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self esteem.
- To support the pupil to actively participate in extracurricular activities, making choices and decisions for themselves.
- Encouraging the pupil to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.

- Observing how pupils express their feelings and emotions and relate to others and feedback to the teacher and/or Learning Support Coordinator.
- Encouraging other pupils to develop an understanding of the needs and skills of the pupil.

Learning Environment

- Working with colleagues to ensure the classroom provides a good learning environment for a pupil with VI, paying particular attention to lighting, layout and auditory factors.

Liaising with Parents

- Establish a professional relationship with parents and attend parent consultations if appropriate.

Continuing Professional Development

- Participate in training and other learning activities to develop the competencies to effectively support pupils with VI and to ensure knowledge and skills are kept up to date.

General duties

- Any other task or activity as reasonably requested by management
- Conforming to the School's Code of Conduct
- Adherence to the School's safeguarding procedures

This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment at any time after consultation with the holder of the post.

Candidate Specification

Key

L Assessed through application form, references, letter of application

I Assessed at interview

There are certain **essential criteria** that we would expect a candidate to possess.

Experience of working with or supporting learners	L	I
5 GCSEs (A*-C) including English & Maths	L	

The following list outlines the further qualities, skills and experiences that the selection panel will be keen to explore with candidates. It is understood by the panel and – we hope – by prospective candidates, that no single person will fulfil every criterion. We encourage candidates who do not “tick every box”, therefore, to apply nonetheless and to be open during the selection process about those areas in which they would wish to develop their skills and experience further.

Experience of working with or supporting learning with additional needs and/or visual impairment (including Braille)	L	I
Ability to build a rapport with learners, including those with special educational needs		I
Willingness to learn more about child development and the implications of visual impairment	L	I
The ability to develop good working relationships with all members of the school community and the VI team		I
Ability to use own initiative take responsibility for own actions and make decisions without referring to others on occasions		I

Polite, friendly and outgoing with a good sense of humour		I
Experience of working with primary aged children	L	I
Recent paediatric first aid training or experience	L	I
Ability to support children with Music, Drama, Forest School, Dance and/or physical activities	L	I
A confident person with common sense and initiative		I
Flexible and adaptive work ethic	L	I
Ability to plan and lead relevant learning activities with young children	L	I
Trustworthy and proactive i.e. able to work under minimal supervision with maximum levels of confidentiality	L	
Empathy and patience with young children and parents and guardians		I
Good interpersonal and communication skills	L	I
Strong literacy and numeracy skills	L	I
Self-motivation and drive		I
The ability to work in a team	L	I
Ability to communicate well with children and in particular be prepared to demonstrate: <ul style="list-style-type: none"> ● Motivation to work with children and young people ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Emotional resilience in working with any challenging behaviour ● Professional attitudes to use of authority and maintaining discipline ● Understanding of safeguarding and promoting the welfare of young people 	L	I

Hours and Benefits

Working hours - Core working hours:

Mornings 7.45am – 12.15pm (4.5 hours a day) Monday to Friday term time only

Additional hours may occasionally be required to support the pupil in extra-curricular activities (e.g. school trips, performances, sporting fixtures). This would be agreed on a termly basis.

Salary - The salary will be determined by the Teaching Assistant scale and will be dependent on relevant experience and technical expertise.

Pension - The School will automatically enrol support staff in to a “Defined Contribution” pension scheme provided they meet certain eligibility criteria. Those choosing not to be a member of the Scheme may opt-out in accordance with the rules of the Scheme.

Lunch - School lunch is provided during term time after your shift.

- Fee Remission -** At present the School's policy is to allow all eligible members of staff to educate their children at the school at concessionary rates, subject to their children meeting the academic entry requirements and subject to a place being available.
- Car Parking -** BGS encourages its staff to use public transport, cycling and walking where possible, in order to protect the immediate environment. BGS is part of the Cycle to Work Scheme. Car parking space is limited in the centre of Bristol and at BGS. No car parking space is provided during term time for this job role.

Equal Opportunities

The School is an equal opportunities employer and is committed to equality of opportunity for all staff. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage / civil partnerships.

Application details

To apply please visit our website, [employment opportunities section](#). On the role specific page there is an 'Apply now' button which will take you into the online application process.

The closing date for applications is 12 June 2023

Interviews are planned for Tuesday 20 June 2023

Bristol Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Headmaster' which will only be opened should the candidate be shortlisted. The successful applicant must obtain List 99 clearance and DBS (Disclosure and Barring Service) clearance at enhanced level.