

THE GRANGE SCHOOL



LEARNING SUPPORT ASSISTANT





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PERSONAL SPECIFICATION

EXPERIENCE AND KNOWLEDGE

Desirable:

- ✦ Previous experience of working with young people.
- ✦ Previous experience of working with young people with disabilities
- ✦ Experience of the educational system.
- ✦ Some qualifications in Maths and English.
- ✦ Willingness to support in any subject area.

PERSONAL QUALITIES

Essential:

- ✦ The ability to relate to adults and students from diverse social and cultural backgrounds.
- ✦ The ability to work as a member of a team.
- ✦ The ability to deal appropriately with sensitive/confidential information.
- ✦ The ability to communicate effectively in oral and in written form.
- ✦ A sense of humour.
- ✦ High expectations and a 'can do' approach.





JOB DESCRIPTION

TITLE: Learning Support Assistant

RESPONSIBLE TO: Assistant Headteacher – Support for Learning

RESPONSIBILITIES

Main purpose of the role:

To work under the instruction and guidance of the SENCO, Senior Learning Support Assistant and teaching staff to assist in the provision and monitoring of the support and inclusion of students with Special Educational Needs within the mainstream school. To work with groups of students and/or individual students having special or particular needs – as directed.

Support for students:

- develop an understanding of the needs and targets of the students supported
- assist with the development and implementation of Provision Map targets and Education, Health and Care plans
- establish constructive relationships with students and interact with them according to their individual needs
- promote and support the inclusion of the students and positive interaction with their peers
- motivate and encourage the students
- build on the individual student's strengths and try to develop their areas of weakness
- enable the students to engage in the lessons using appropriate techniques such as: clarifying teacher's instructions, simplifying tasks or resources, helping the student stay on task, scribe or read as needed
- set challenging and demanding expectations
- promote self-esteem and independence
- provide feedback to students in relation to progress and achievement under the guidance of the teaching staff
- assist with the organisation of homework
- deliver programmes of work provided for the students in one to one or small group settings





Support for teachers:

- use strategies, in liaison with the teacher, to support the students' learning outcomes
- assist with the planning of learning activities as required
- monitor the students' responses to learning activities and accurately record achievement and progress as directed
- provide regular feedback to teachers on students' achievements, progress and problems
- promote good student behaviour, dealing promptly with conflicts and incidents in line with school's policies and in conjunction with the appropriate teaching staff
- administer routine tests and help deliver examination access arrangements (reading, transcribing, amanuensis) for students
- when necessary and with the agreement of the teacher, work with the student/s outside of the main classroom
- accompanying teaching staff and students on visits, trips and out of school activities as required and helping to supervise students under the supervision of a teacher

Care and Welfare:

- help students to organise their personal needs as appropriate
- assist with the supervision of students at break times
- to assist with support care/first aid – when necessary – and to liaise with nominated First Aiders. Similarly, to enter details of accidents in the record book
- to ensure Health and Safety regulations are complied with at all times
- to ensure Child Protection procedures are complied with at all times

Within the 'Support for Learning Department':

- to assist with the appropriate preparation of the SEN classrooms and other associated areas, and with tidying the same
- to assist with display work within the SEN area
- to help with the preparation of differentiated work for SEN students
- to assist with routine administration tasks as directed
- attending briefing meetings as directed
- attending any professional development opportunities provided, within or outside of school, to develop experience and broaden awareness

Supporting the School:

- to participate in all aspects of school life
- to be aware of and comply with school policies and procedures
- to reinforce the standards and expectations that exist within the school
- to ensure that confidentiality is maintained at all times
- to promote the positive image of the school within the local community
- to participate with the school's appraisal process
- to undertake any other duties, commensurate with the level of responsibility of the post, as may be deemed necessary by the Head teacher, from time to time.





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THE SUPPORT FOR LEARNING DEPARTMENT

THE DEPARTMENT'S FUNCTION

The Support for Learning Department delivers a wide range of interventions for students who are having difficulty accessing the school's curriculum and who need support to make good progress in their learning.

Support is given to students who are experiencing a range of learning difficulties, behavioural, emotional and social difficulties and physical impairments.

Support is also given by members of the team, to those students experiencing other difficulties, such as medical or attendance problems.

Students are supported by SEN staff in all curriculum areas, although the focus is often on the core subjects of English, Maths and Science. Staff work with students in class, in small groups or as individuals.

We have Learning Support options at KS4 for those students who need extra time and help to complete coursework or to improve their basic literacy or numeracy skills.

THE DEPARTMENT'S STAFFING

The Department is led by the Assistant Headteacher.

The SEN provision is organised with the Assistant Headteacher and the SENCO.

Senior Learning Support Assistants, co-ordinate the work of a team of Learning Support Assistants.

There is a Specialist Teacher/Assessor for literacy and a Special Needs Teacher working with the team who have important roles in the diagnostic and statementing processes, as well as for providing individual support.





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The advertised post is to increase the support of students' learning

The Learning Support Assistants support students both within the classroom and in one to one situations across a variety of subject areas and age groups.

The Attendance Officers have important links with all members of the department, providing information and support for students whose learning is affected by attendance issues.

The Student Support Manager works with all the departmental team to co- ordinate the referral of students to the outside agencies and the work of those agencies in school.

The Student Support Manager co-ordinates the work of the behaviour and learning mentors to provide individual and group support for vulnerable students. Referrals to outside agencies and the support work provided by them are also coordinated by the Student Support Manager.

THE DEPARTMENT FACILITIES

The Support for Learning Department has a suite of rooms in the front block of the main building. On the second floor is a large teaching room with two smaller adjoining rooms. The SEN office and nurture room are on the first floor, along with a large room equipped with networked computers and adjoining office where most of the 1:1 tuition and small group work takes place.

Stapleton House has an office, classroom and meeting spaces for the Student Support Manager, Learning Mentors and Behaviour Mentor, which is situated at the side of the school. On the ground floor, the main room accommodates a small group (usually no more than four students) who are on internal exclusion. A rota of staff work with the students to help them complete their school work as well as to help address their behaviour needs. The Mentor's continue this support on a one to one basis as well as supporting other students who are referred to Stapleton House by their Year Team Leader.

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ABOUT THE GRANGE SCHOOL

We are a mixed, non-selective 11-18 Foundation secondary school situated in the market town of Aylesbury and ten minutes from the Chiltern Hills – an area of outstanding natural beauty. We are close to Oxford, High Wycombe and Milton Keynes and surrounded by delightful market towns and characterful villages.

We are a supportive team with community sitting at the heart of everything we do. A community where passion, creativity and inspiring a love of learning are celebrated and embraced. Where your relentless professional commitment to supporting and empowering students is both valued and rewarded.

Our Aims:

We aim to equip all students with the adaptability and flexibility to meet the demands of a rapidly changing world and to promote a sense of responsibility towards others, the school and the wider community. The support and guidance of students is based on a Year system and aims to develop co-operation, involvement and respect in all students.

A broad and balanced curriculum is provided for Years 7 to 9. In Years 10 and 11, all students will study English, Mathematics, Science, PE, RE and PSHCE (Personal, Social & Health and Citizenship Education). Students can then choose from a range of additional GCSE, BTEC and vocational courses. We offer a range of traditional and vocational courses at Key Stage 5. The curriculum in all Key Stages is further enhanced through wide ranging extra-curricular experiences.

We aim to attract energetic and conscientious staff who have a commitment to the education of our students. The professional development of all staff is an important focus for the school. We strive to create a learning environment, which serves the needs of all the members of our diverse and vibrant community.

The Grange is more than just a school:

- We are the enablers for young people to overcome the barriers of selection and facilitate them to fulfil their academic potential, creative talent and sporting capabilities.
- We are a flourishing community based on an ethos of mutual respect. Where collaboration to create a culture of self-confidence enables both students and staff to flourish. Where a broad and balanced curriculum, a pioneering transition timetable, wide-ranging extra-curricular programme and an established reputation for outstanding pastoral care creates confident and responsible young people, who are well adjusted to meet the ever-changing demands of the 21st century.



- We are a team that values your personal development through our innovative CPDopoly programme. Where our weekly "sharing good practice" sessions allow us to collectively expand and develop unique and innovative teaching practices to further inspire our students.
- We are an environment that understands the importance of downtime for our staff. Where our dynamic Staff Social Committee prides itself on offering a varied programme of social activities and events to allow the opportunity to relax and have fun as a team.

What people say about us:

"It genuinely is a pleasure to work at a school that listens to and takes on board the opinions and ideas of all staff to create a fantastic learning environment for all."

Mr Haycock, Subject Leader for Business

"I've loved every second of working at the Grange School – I wouldn't want to be anywhere else"

Mr Russell, Subject Leader for Drama

"I love working at the Grange – everyone is supportive and friendly and most of all we are like one big family"

Mrs Pomery, First Aid Officer

"The teachers all treated my son as their own son - that is how much they cared. You have an amazing team at your school and I will be forever thankful for the support your teachers gave..... I will always remember how incredible the teachers at the Grange were."

Parent of Year 11 student

"The Grange was my number one choice for Sixth Form. It's hard not to notice the vast knowledge and passion that the teachers possess for their subjects and passionate teachers create interesting lessons which helps engage students."

Emily J, Head Girl 2019/20

"The Grange is a school that really cares for their students and carries your best interests at heart. It possesses a warm paternalistic style, which is important as it makes you feel safe and valued. It's certainly been a significant factor in my development so far and I am confident it will be the school that helps me to get to my next step."

Mitchell R, Head Boy 2019/20

"It is always a pleasure interacting with the students and staff of the Grange School. The many projects I've been involved with have been well organised and have provided fantastic opportunity for the young people involved to extend their learning in an enterprising, thought provoking and challenging manner."

Melvina Brown, Aylesbury Methodist Church

