



**ST CLARE'S SCHOOL**  
REMARKABLE STUDENTS - UNIQUE ABILITIES

## **St Clare's School**

### **About the School**

St Clare's is a local authority community special school based in Mickleover Derby. We provide specialist education for students with learning difficulties and associated complex needs including autism, emotional problems, sensory impairments and medical issues. We have an intake of 115 students with two groups in each year.

We are a close and supportive team and we are dedicated to ensuring that our students achieve the very best outcomes possible. We are known for our warm and caring community and we are committed to our school values.

#### **The St Clare's Mission statement:**

St Clare's School is committed to providing learning opportunities through a broad, balanced and relevant curriculum which allows all to achieve and celebrate success. We recognize that many of our students achieve through the support and care offered within our community. We believe that students achieve the most when they feel safe secure and valued. Our core values underpin the way we behave towards each other and those in our wider community.



## Advert

St Clare's School

Rough Heanor Road, Mickleover, Derby, DE3 9AZ

**2 Learning Support Assistants required for November start or as soon as thereafter.**

**Derby City Grade G Point 28 – 29 hours 10 minutes per week - 39 weeks per year – term time only – part-time - £24,964 (pro-rata) (£12.94 per hour)**

St Clare's is a Secondary Special School catering for 115 pupils with moderate to severe learning difficulties, autism, social, emotional and mental health difficulties and or sensory and physical needs. We are looking to recruit 2 caring and enthusiastic Learning Support Assistants to join our friendly and supportive staff.

Potential applicants are encouraged to visit the school before applying. If you wish to arrange a visit please call Hazel Hall on 01332 511757

Please download the application pack from the school/ Derby City Council website or call for a pack.

Closing date is 12 noon Monday 9th October 2017.

Short Listing Monday 9<sup>th</sup> October 2017

Interviews week commencing Monday 16<sup>th</sup> October 2017.

Please address applications to the Head Teacher marked "Private and Confidential" whether by hard copy or by email to [admin@stclares.derby.sch.uk](mailto:admin@stclares.derby.sch.uk)

CVs will not be accepted. ONLY short listed candidates will be contacted.

St Clare's School is committed to safeguarding and promoting the welfare of children. We implement all aspects of safer recruitment and all post are subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure and Baring Service (DBS) check.



## Job Description

St Clare's School, Derby

### JOB DESCRIPTION FOR LEARNING SUPPORT ASSISTANT

Accountable to: The Head Teacher

1.	Job Purpose
	<p>To work directly with teachers as part of the professional team to organise and support teaching and learning activities for SEN pupils, including classes. The primary focus is to organise work with individuals and groups delivering specified work under the direction and supervision of a qualified teacher. The individual provides specialist learning support for pupils identified as having learning difficulties, including complex and multiple special educational needs, in a broad range of different learning situations and settings. The post holder also plans, organises and undertakes other related duties to fully support and underpin learning, personal and social welfare and development. They will also lead an aspect of the schools work.</p>

2.	Accountabilities
	<p>Under direction/supervision of a qualified teacher contribute to specified work and learning activities via:</p> <ul style="list-style-type: none"> <li>• Planning of lessons and activities associated with named specific areas.</li> <li>• Preparation of materials and equipment</li> <li>• Delivery and modify /adapt as necessary</li> <li>• Assessment of needs associated with named specific activities.</li> <li>• Reporting on achievement associated with named specific areas.</li> <li>• Short term (ie 1 lesson) cover supervision of classes under extreme circumstances and agreed with the Head Teacher</li> <li>• Support the development of some other less experienced support staff</li> <li>• Liaise with parents, external professionals/ agencies</li> <li>• Support behaviour management in line with school procedures.</li> <li>• Support students with hygiene, dressing and welfare needs as required.</li> <li>• Assist the teacher with the day to day classroom set up and resources.</li> </ul>



Accountable to the Head teacher

3.	Knowledge
	<ul style="list-style-type: none"> <li>• To promote and actively support the values of the School</li> <li>• Provide learning activities for individuals and groups of pupils under the professional directions and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEN</li> <li>• Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher</li> <li>• Deliver specified work such as a phonics programme to individuals and small groups, modifying and adapting activities as necessary</li> <li>• Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional</li> <li>• Provide specialist support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties.</li> <li>• Support pupils with their behaviour throughout the learning process</li> <li>• Assess record and report on development, progress and attainment.</li> <li>• Liaise with staff and other relevant professionals and provide specialist support /advice to meet the needs of the pupils.</li> </ul> <p>Use detailed knowledge and specialist skills to support pupils learning.</p> <ul style="list-style-type: none"> <li>• Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare, and health matters.</li> <li>• Support the role of the parents/ carers in pupils' learning and liaise with parents/ carers to provide constructive feedback on pupil progress/ achievement.</li> <li>• Support the work of other less experienced or classroom support staff brought in to cover on a short term basis</li> <li>• Undertake training with specific area of responsibility to enhance the work of the school</li> </ul> <p>Attend to pupils' personal needs including toileting, hygiene, mobility, dressing and eating, as well as help with social, welfare and health matters</p> <p>Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training</p> <ul style="list-style-type: none"> <li>• Demonstrate specialist knowledge and skills that are appropriate to providing specialist support to pupils with additional support needs.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety, and relevant school policies.</li> <li>• Working knowledge of:                             <ul style="list-style-type: none"> <li>– current school/ national curriculum</li> </ul> </li> </ul>



- School/national assessment system
- Intervention strategies/ programmes
- SEND code for practice
- Policies

For the age range of the assigned pupils

- Working at NVQ level 3 in supporting teaching and learning or equivalent relevant qualification

**4. Mental skills**

Under supervision and direction of qualified teacher contribute to:

- Planning of activities for individuals or groups for named specific activities.
- Preparation of materials and environment
- Assessment of needs for individuals or groups for named specific activities.
- Delivery of activities
- Adaption/ modification according to circumstances
- Requires ability to analyse needs and situations
- Know all classroom routines and layout and storage
- Set up classroom environment as per plans
- Help children to interpret and understand instructions while aiming for independence
- Support with behaviour management according to school policies
- Contribute to formal reviews of attainment/progress and well being
- Ability to report on specific student issues either orally or in writing.
- Forward thinking. Planning to fit in with timescales required by school policy

**5. Interpersonal and communication skills**

- Form and maintain appropriate professional relationships with pupils, teachers, support staff, parents/carers, governors, external professionals and agencies.
- Able to persuade or convince some pupils to do things they might not otherwise choose to do.
- Communicate orally or in written form in an appropriate manner to a range of audiences
- Inspire respect and confidence
- Know when to maintain confidence concerning sensitive information
- Contribute to teamwork
- Guide and advise less experienced staff and volunteers



<b>6.</b>	<b>Physical skills</b>
	<ul style="list-style-type: none"> <li>• Manual, finger dexterity, keyboard skills</li> <li>• Implement physical interventions in order to safeguard pupils and / or property</li> </ul>

<b>7.</b>	<b>Initiative and Independence</b>
	<p>Under the direction and supervision of a qualified teacher:</p> <ul style="list-style-type: none"> <li>• Deliver specified work/ activities</li> <li>• Plans and prepare for individuals, groups, class</li> <li>• Show initiative in adapting and adjusting in accordance with judgement of pupils needs/progress</li> <li>• May sometimes work in a one to one situation, or with a small group, or with a whole class for a short time, when a qualified teacher is not present. Expect to make judgement on how session is to progress and solve minor problems</li> <li>• May be given leeway to plan for an activity or specified intervention programme (after training) , Deliver such, assess progress, and report back to a qualified teacher eg ASDAN, Read Write Inc.</li> <li>• Need motivational skills and be able to operate the schools Behaviour Management policy</li> <li>• Able to respond to many circumstances but know when to call for assistance or refer to more senior staff.</li> <li>• May be required to administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training</li> <li>• May assist with delivering therapy or care programme designed and supervised by a therapist/ care professional following appropriate training.</li> </ul>

<b>8.</b>	<b>Physical demands</b>
	<ul style="list-style-type: none"> <li>• Normal physical effort, with a mixture of sitting, standing, walking</li> <li>• Work may be indoors in a classroom or other venues in school, or outside during all seasons.</li> <li>• Accompany pupils on educational journeys or day trips that may require standing outdoors all day</li> <li>• May be requested to take part in residential trips</li> <li>• Some carrying of minor loads, equipment, furniture.</li> <li>• May involve assisting some SEN pupils with movement involving some lifting</li> </ul>



- Physical Interventions - which can range from guided support (where an adult would simply help move a pupil in a direction) to restrictive interventions where the pupil could be stopped from harming themselves, others or damaging property. Restrictive interventions would only normally be used where significant training had taken place and there were clear policies and procedures.

9.	Mental demands
	<ul style="list-style-type: none"> <li>• Mental concentration and alertness is a regular feature of this job</li> <li>• Some work will be routine and repetitive and follow a set organised predictable programme</li> <li>• Ability to switch between varied tasks/ activities and switch back again</li> <li>• Unavoidable interruptions will occur</li> <li>• Deadlines, time constraints will apply, usually with plenty of advance notice</li> <li>• Ability to adapt to changing circumstances and change tack and make judgements to solve day to day challenges/problems</li> <li>• Know boundaries of responsibility/authority and when to refer matters on to more senior staff</li> <li>• Positive work related pressures to achieve expected results will always apply</li> </ul>

10.	Emotional demands
	<ul style="list-style-type: none"> <li>• Can be subject to emotional pressure due to disturbing behaviour of pupils - Disruptive behaviour by pupils may range from persistent refusal to participate in activities to intent to harm others. Disruptive behaviour causes emotional stress for staff due to prolonged periods managing the pupil in order to either stop or limit the behaviours occurring.</li> <li>• Need to know how to defuse situations and lower the temperature</li> <li>• Need to have positive motivational skills to engage pupils in a favourable educational atmosphere and environment</li> <li>• Operate the schools Behaviour Policy with positive reinforcements and rewards and sanctions.</li> <li>• Know when to refer matters to the appropriate staff</li> <li>• Positive relationships, mutual respect and confidence can be beneficial.</li> </ul>



<b>11.</b>	<b>Responsibility for People</b>
<ul style="list-style-type: none"> <li>• Share responsibility for health, safety, welfare and educational achievement of assigned pupils, groups, classes during school sessions and staff who are your responsibility</li> <li>• Common courtesy to all pupils and adults in course of normal duties</li> <li>• Will contribute to assessment of pupils needs in conjunction with other professionals and parents/carers and share in delivering appropriate programmes.</li> </ul>	
<b>12.</b>	<b>Responsibility for Supervision, Direction, Co-ordination of Employees</b>
<ul style="list-style-type: none"> <li>• Some day to day support of other teaching assistants and volunteers in the classroom</li> <li>• Some demonstrating of duties/tasks</li> <li>• Some sharing of plans</li> <li>• Assist in the induction of recently appointed staff and short term supply cover staff</li> </ul>	
<b>13.</b>	<b>Responsibility for Financial Resources</b>
<p>Under direction and supervision of a qualified teacher may be responsible to assist with</p> <ul style="list-style-type: none"> <li>• Ordering of equipment /consumables resources within a set budget</li> <li>• Handling petty cash for local purchases to assist with Learning and keeping on account</li> <li>• May assist in some collection of money from pupils</li> </ul>	
<b>14.</b>	<b>Responsibility for Physical Resources</b>
<p>Responsible for supervision and safe use of equipment and materials including classrooms, PE/Gymnasium/games, both inside and outside and careful use of schools premises/ sites by pupils in your care.</p>	





<b>15.</b>	<b>Working Conditions</b>
	<ul style="list-style-type: none"> <li>• Work is normally carried out in a classroom or small withdrawal room</li> <li>• May be indoors or outdoors in all seasons</li> <li>• May be offsite for school trips</li> <li>• Classrooms can be noisy with lively productive working noise</li> <li>• May have to assist in emergency situations or when accidents occur eg pupil hygiene/toileting</li> </ul>

<b>16.</b>	<b>Performance Measures</b>
	<p>Will corporate with school's Appraisal/Performance Management procedures including</p> <ul style="list-style-type: none"> <li>• Review of job description</li> <li>• Appraisal of work by more senior staff</li> <li>• Setting of target, performance measures</li> <li>• Assessment of professional development needs</li> <li>• Review of progress in implementing targets</li> <li>• May have a role in contributing information relevant to the appraisal/performance management of teaching assistants to whom you have given support</li> </ul>



## Personal Specification

### St Clare's School, Derby

#### PERSON SPECIFICATION FOR LEARNING SUPPORT ASSISTANT

Skills	Essential	Desirable
To plan lessons and activities supported with appropriate resources for specific named areas within the curriculum.	X	
To hold an appropriate and relevant qualification pertinent to this role at NVQ 3 or above.	X	
To make assessments of progress and report to the class teacher or otherwise as appropriate.	X	
To hold relevant qualifications in literacy, numeracy and ICT.	X	
Support learning by helping students to understand and respond to instructions, explanations and demonstrations whilst encouraging independence.	X	
Support learning by preparing materials and equipment for lessons.	X	
Adapt materials for specific students.	X	
Input into specific areas of assessment of pupil progress.	X	
Liaise professionally with parents/ carers and other outside agencies	X	
Support therapy programs designed by lead professionals e.g. speech and language, physiotherapy.	X	
Attend to students' personal needs including toileting, hygiene, dressing and eating and assist with social, welfare and health matters.	X	
Provide students with support to manage their behaviour	X	
To administer medication if necessary	X	
Able to communicate effectively in written and oral forms to a variety of professionals	X	
Support other staff who are new to the school		X
Provide short term cover supervision of classes	X	
Deliver specified work to individuals and small groups	X	
	X	



<b>Attributes</b>		
	Essential	Desirable
To agree to the staff protocol agreement	X	
Committed to promoting the wellbeing of children with SEN	X	
Committed to supporting the learning of Children with SEN	X	
Compliance with health and Safety regulations	X	
Committed to the safeguarding of children in their care	X	
Committed to equal opportunities throughout the school community	X	
To hold a belief that all children deserve to succeed at their own level and celebrate success	X	
To have patience and resilience	X	
Able to respect the dignity of the children in their care	X	
To role model the behaviour we want to nurture in our children and maintain a positive approach at all times.	X	

<b>Experience and Understanding</b>		
	Essential	Desirable
To undergo training and implement skills gained to support them in their role at NVQ level 4 or equivalent or above	X	
Undertake training to support the work of the school in a specific named area of responsibility.	X	
Experience of supporting learning with SEN children within a <b>special school</b> setting.	X	
Willingness to contribute to our pastoral support system and contribute to our team approach.	X	
To have experience of working with a wide range of challenging SEN issues and proven success in being able to remove barriers to learning	X	
Proven experience in working with behavior and mental health issues	X	
Experience of working collaboratively as a team member.	X	
To have knowledge of the SEND code of practice.		
To have a working knowledge of the National Curriculum and how it can be applied to children with SEND.	X	
May be asked to accompany students on trips including residential activities.	X	

