



Learning Enhancement Assistant

Core Purpose	To assist in the support and inclusion of a class of pupils at Repton Prep – this could be in any of the Nursery to Year 2 classes across the Pre-Prep
Post Tenure	Permanent
Reporting to	Head of Learning Enhancement/Deputy Head Pre-Prep
Key Tasks and Responsibilities	<ul style="list-style-type: none"> To encourage acceptance and inclusion of all children. Promoting and reinforcing the school's values. <p><u>Supporting Pupils</u></p> <ul style="list-style-type: none"> To work closely with the Learning Enhancement Department, Heads of Department and Teachers, SMT, and all colleagues in seeking to provide the highest quality of education and care. To establish a supportive relationship with all children. To aid the child/ren to learn as effectively as possible both in group situations and on his/her own by, for example: <ul style="list-style-type: none"> Aiming for independence; Clarifying and explaining instructions; Ensuring the child is able to access and use equipment and materials provided; Motivating and encouraging the child as required; Supporting in extension tasks for more able pupils; Providing constructive feedback and promoting self-reflection. Monitor, observe and evaluate children's work in accordance with the School's policies. Take an active role in contributing to planning. Progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes. To deliver targeted intervention in Nursery. Support the role of parents in pupils' learning, maintaining sensitivity and confidentiality. Take pride in the form room and resources in order to maintain and enhance a stimulating environment including displays. Assist with day-to-day form room organisation. <p><u>Supporting the teacher</u></p> <ul style="list-style-type: none"> To assist, with class or subject teachers (and other professionals as appropriate), in the development of a suitable programme of support for child/ren who need learning enhancement, whether as a support to make progress, or to extend activities to promote higher learning opportunities. To develop and prepare resources for learning activities. To contribute to the maintenance of child/ren's progress records. To participate in the evaluation of any support programme. To provide regular feedback about the child/ren to the teacher. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful and enjoyable learning environment. Take pride in the form room and resources in order to maintain and enhance a stimulating environment. Assist with day-to-day form room organisation.

	<p><u>Supporting the Department & School</u></p> <ul style="list-style-type: none"> • Understand and implement school child protection procedures. • Champion the promotion of opportunities in 'Equity, Diversity, Inclusion & Belonging' for all. • Maintain effective working relationships with colleagues and parents. • To be an active member of the Learning Enhancement Department; being open to professional development and to access support. • To liaise, advise and consult with other members of the team supporting the child/ren when asked to do so. • To contribute to programmes of observation, assessment and reviews of children's progress; providing reports, evaluations and other information, as appropriate. • To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately. • Assist with the supervision of school activities and events. • To supervise Pre-Prep After School Club on a rota basis, completing two duties per week to 6pm. <p><u>Other</u></p> <ul style="list-style-type: none"> • Be involved in general school activities and out of school activities as required. • Be onsite by 8.00am each morning. • Attend INSET and engage with CPD. • To use IT systems required to carry out the duties of the post. • Any other tasks as reasonably required.
<p>Person Specification</p>	<p><u>Personal qualities</u></p> <ul style="list-style-type: none"> • Empathy for children of all needs and abilities. • Patience, understanding, caring with a sense of humour. • Good use of initiative and enthusiastic. • Excellent communication skills – written and verbal. • Aspirational for children, with high expectations. • Organised and flexible – willing to work across year groups and Key Stages as needed. • Works well in a team. • Motivated to play an active part in school life and projects a professional image for the school. • A commitment to the School's Child Protection and Safeguarding policy. <p><u>Qualifications/Experience</u></p> <ul style="list-style-type: none"> • Significant experience of working with children/young people in an education setting. • A standard of written and spoken English that supports pupils' learning. GCSE grade C, or above. • Experience of working with children with specific learning differences. • TA specific qualification equivalent to or exceeding NVQ Level 3. • Evidence of engagement with professional development. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • An understanding of the varied needs of children as they develop socially and academically. • A knowledge of behaviour management techniques that support school and classroom practices. • A knowledge of the National Curriculum. • Knowledge of Safeguarding and Child Protection, including Keeping Children Safe in Education.

	<p><u>Skills and Aptitudes</u></p> <ul style="list-style-type: none">• A commitment to promoting equal opportunities and meeting individual needs.• Ability to help children and young people to transfer their learning to other parts of their lives.• Awareness and importance of confidentiality.• Ability to work as part of a team.• Able to manage time effectively.• Ability to be flexible to the needs of the children.• Effective communication, interpersonal and organisational skills.• Sound IT skills to support learning and maintain electronic information. Including the ability to use Microsoft applications.• Experience in delivering first aid, medication, personal/intimate care, physical intervention/behaviour management strategies. <p><u>Training and professional development</u></p> <ul style="list-style-type: none">• Willingness to take part in appropriate training and personal and professional development
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The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, therefore the following shall be deemed to be included, in addition to the duties that you may be required to perform:

Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.

Under the Sexual Offences Act 2003 it is a criminal offence for a person over 18 (e.g. teacher, matron, sports coach) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child. Moreover, whatever the age of the pupil, a sexual relationship between an employee and a pupil will be considered an abuse of a position of trust and gross misconduct, likely to result in dismissal.