

# King's Academy Easthampstead Park



## Job Description

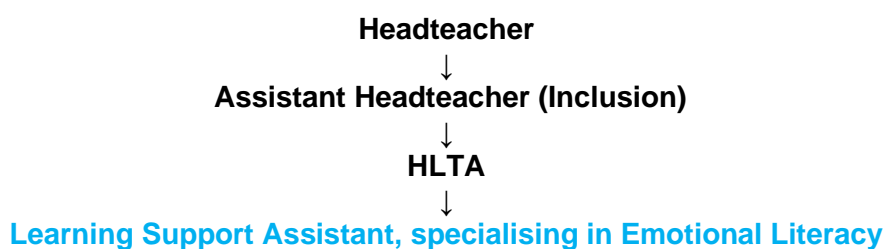
### Learning Support Assistant, specialising in Emotional Literacy

<b>Location:</b> King's Academy Easthampstead Park	<b>Department:</b> Learning Support
	<b>Job Title:</b> Learning Support Assistant, specialising in Emotional Literacy.

**Pay Grade:** KGA-02-3, FTE £24,392 (£12.63 per hour), actual salary is £15,902 inclusive of London Weighting and Holiday Entitlement.

*28 hrs 45 minutes per week, Monday - Friday 08.50am - 3.10pm (including a 35-minute unpaid break), term-time only.*

#### DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE



The job description identifies the responsibilities attached to your post.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with yourself.

#### JOB PURPOSE

The primary role of Learning Support Assistants, specialising in Emotional Literacy is to support successful learning in the classroom. Learning Support Assistants specialising in Emotional Literacy liaise closely with teaching staff to help students with learning or emotional difficulties to concentrate, access the curriculum and fulfill their potential. Some of our students have an Educational Health Care Plan (EHCP), which goes beyond the ordinary resources of the school. The Learning Support Assistant specialising in Emotional Literacy is there to support their learning whilst supporting any emotional needs from 1:1 and small group interventions. Therefore it is essential that the Learning Support Assistant specialising in Emotional Literacy can establish a purposeful and trusting relationship with the individual. 'Firm, fair, friendly and approachable' would be appropriate words to describe the relationship between the Learning Support Assistant specialising in Emotional Literacy and student. You will be working in collaboration with Heads of Departments and Heads of Year. There is a career structure in place to enable particularly skilled, experienced and ambitious Learning Support Assistants to progress either to a more specialised position or into teacher training.

#### MAIN DUTIES AND RESPONSIBILITIES

- Identify, plan, deliver and develop emotional literacy interventions and programmes to promote and support emotional literacy awareness of students.
- Establish supportive relationships with students.
- Support students with the management of stress, grief, anger and conflict.
- Development of student social interactions skills.
- Development of student's ability to initiate and maintain friendships.
- Provide dedicated time to listen and work with individual students 1:1.
- Plan, deliver and develop circles of friends' groups to support friendship skills.

- Plan and deliver individual programmes of support to small groups of students to develop and build self-esteem, social and friendship skills and build on skills to manage anger.
- Write succinct session plans and add subsequent evaluative comments.
- Liaise with teachers and other support assistants about the needs and progress of students receiving support.
- Support students with learning within a classroom setting.
- Meet regularly with line manager to review ELSA work.
- Support the supervision of students within the LSC at lunchtimes as a
- Work within own competencies and level of development, under the guidance of the line manager.

The post holder is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy.

## **INDUCTION**

The successful applicant will receive induction and training. The Learning Support department has its own faculty room and resources accessible to all.

## **THE LEARNING SUPPORT TEAM**

Learning Support Assistants are seen as fellow professionals in the classroom; both teacher and Learning Support Assistants are there to support learning and ensure students fulfil their potential. Teaching staff realise that Learning Support Assistants are often experts and can advise them about strategies to deal with a variety of learning needs. The Learning Support team have developed skills in understanding Dyslexia, Dyspraxia, Asperger's Syndrome and ADHD. Courses are available and the school is happy to support Learning Support Assistants who wish to further their own professional development in attaining knowledge of (Learning Difficulties and Disabilities) (LDDs).

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## Person Specification

### Learning Support Assistant, specialising in Emotional Literacy

	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>Minimum of 5 GCSE's grades A*-C or equivalent, including Mathematics and English.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Adverse childhood traumas</li> <li>Training related to working with young people with communication and SEMH needs.</li> <li>Have undertaken first aid training.</li> <li>A Level qualification or higher held.</li> </ul>
<b>Competence Summary (Knowledge, abilities, skills, experience)</b>	<ul style="list-style-type: none"> <li>Suitability to work with children.</li> <li>Ability to cope and respond sensitively to students' needs.</li> <li>Ability to motivate students.</li> <li>Knowledge and understanding of child development, learning, the National Curriculum and other basic learning programmes.</li> <li>Ability to use Google Docs, email (Gmail), Internet Explorer, Word, Excel.</li> <li>Ability to keep succinct records of young people.</li> <li>Ability to relate well to adults and young people, responding sensitively and flexibly to competing demands from students.</li> <li>Ability to plan programmes of support that incorporate the variety, interest and pace.</li> <li>Excellent communication, listening and observation skills.</li> <li>Ability to work independently and as part of a team using your own initiative when required.</li> <li>Has a warm personality and is able to stay calm under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with children with learning difficulties.</li> <li>Some knowledge of behavior management strategies.</li> <li>Knowledge of basic first aid.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrates good interpersonal skills with students and adults.</li> <li>• Is able to gain the confidence of students who are behaviorally challenging or socially withdrawn.</li> <li>• Enjoys learning.</li> </ul>	
<b>Work-related Personal Requirements</b>	<ul style="list-style-type: none"> <li>• Committed to equality of opportunity.</li> <li>• Maintain confidentiality.</li> <li>• Sense of humor.</li> <li>• Empathy, resilience, persistence.</li> <li>• Flexibility.</li> </ul>	
<b>Impact on the Community</b>	<p><b>Safeguarding requirements</b></p> <ul style="list-style-type: none"> <li>• All employees working with children, young people and vulnerable adults have a responsibility for safeguarding and promoting their welfare.</li> <li>• To satisfy and comply with Safeguarding and Child Protection requirements you will be required to complete the following (resources will be provided upon appointment):</li> <li>• Child Protection in Education 11-18 years</li> <li>• The Prevent Duty</li> <li>• Raising Awareness of Peer-on-Peer Abuse</li> <li>• Female Genital Mutilation Awareness</li> <li>• Sexual Violence and Harassment between Children and Young People</li> <li>• A Practical Guide to the GDPR for Education</li> <li>• CP Induction</li> <li>• You are expected to read and understand at least Part One and Appendix A of the DfE Statutory Guidance "Keeping Children Safe in Education" - this is available on the school website under information/policies</li> <li>• The KAEP Safeguarding and Child Protection policy is sent to all new employees with their appointment pack. Both of these items will be covered in the CP induction</li> </ul>	
<b>Other Work Requirements</b>	<ul style="list-style-type: none"> <li>• Participate in training and development activities.</li> <li>• To take part in the Performance Management process in school, taking responsibility for your own professional development and undertaking training as appropriate.</li> </ul>	

	<ul style="list-style-type: none"><li>• A satisfactory enhanced DBS check.</li></ul>	
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