



Post: Learning Support Assistant

Reporting to:

1. SENCo
2. Deputy Head Academic
3. Headmaster

Prior Park Schools

Prior Park Schools is a family of Christian schools based in Bath and Gibraltar. Together, the Schools offer education for pupils aged between 3 and 18. Since the establishment of Prior Park College in 1830, the family has grown, with The Paragon School joining in 2006, and Prior Park School Gibraltar being opened by Prior Park Schools in 2016.

The Schools' Mission is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Across three sites, the Schools educate over 1100 young people of all faiths and none. The values underpinning the Mission and the Schools' educational offerings are Curiosity, Generosity, and Courage. The Schools believe that quality education changes lives and that outstanding schools are engines for positive social transformation.

Our Schools provide excellent teaching, equipping our young people to leave for a variety of exciting destinations. The success of what the Schools do in the classroom is intertwined with their co-curricular offerings. The young people undertake a wide variety of activities, which, in addition to being fun, challenge them to persevere to succeed. We work together imaginatively and courageously to hone the skills our young people need to forge their place in the world.

Prior Park Schools (PPS) have long been renowned for the quality of their pastoral care. Grounded in the love that sits at the centre of our Mission, our pastoral ethos allows young people to feel safe and secure to challenge themselves, to learn who they want to be, and to discover the difference they want to make.

Each of the Schools' Heads are supported by a Leadership Team, who together lead the day-to-day educational business of their respective schools. The Board of Trustees provides governance and support for the Heads and their schools via a number of Advisory Committees which include Local Boards for each of the schools, the Finance, Audit, Investment & Risk Committee (FAIR), an Education Committee and Safeguarding.

The Executive management of the schools is devolved to the Prior Executive Board (PEB) which comprises the Heads of each constituent school and The Director of Operations & Finance. The PEB drives the strategic development of PPS, ensuring that it is on track to deliver its Vision and thereby remains a market leader in independent education.



Purpose of the Role

The Learning Support Assistant supports and complements the work of the teachers for the benefit of the pupils and their learning.

The Role

The Learning Support Assistant will report directly to and be line-managed by the Head of Learning Support. In their work the post holder will have day to day responsibility for their own work priorities and maintenance of high standards.

The Learning Support Assistant promotes good relationships with colleagues, pupils and parents throughout the school, fostering a feeling of 'belonging'. He or she supports and complements the work of the teachers for the benefit of the pupils and their learning, substantially contributing to a range of teaching and learning activities, working collaboratively with colleagues as part of a professional team. The LSA will plan, assess and deliver learning activities to individuals and groups. The post holder supports all pupils in their learning and development, treating them with respect and consideration, ensuring high expectations of all pupils' achievements and a commitment to raising educational standards. The LSA promotes positive values, attitudes and behavior.

The main areas of responsibility are:

- To develop an understanding of the needs of the students in order to support them effectively.
- To provide support for identified students. To promote and support the development of SEND student's self-reliance, self-esteem and emotional resilience.
- To provide support for students at unstructured times to aid social interaction and the development of social skills.
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- To act as a keyworker to ensure a smooth transition and management of the secondary school routine.
- To contribute to implementing strategies and recommendations from external agencies.
- To plan and deliver interventions for students with English as an additional language.
- To plan and deliver interventions. An ability to support students with dyslexia would be desirable.
- To provide relevant feedback to subject teachers and tutors.
- To liaise with the SENDCo on a regular basis.
- To attend team meetings.
- To fully engage with training opportunities and to apply learning to improving practice.
- To devise and distribute information for teachers and parent/carers.
- To maintain records as required.
- To contribute to termly and annual reviews



Pastoral Care:

- Assist in providing excellent pastoral care for each pupil, help pupils to develop their social and academic potential, encourage the social and emotional development of pupils;
- Provide a stable, secure and supportive environment in the classroom; one in which the student can become independent;
- Promote and safeguard the welfare of pupils with whom he/she comes into contact and comply with the school's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school he/she must report any concerns to the school's Designated Safeguard Lead (DSL) or to the Headmaster.

General:

- To establish and maintain effective relationships and communication with staff, parents & students.
- To uphold the high standards of Prior Park School in all communications.
- To play a full part in the life of the School community, supporting its mission & ethos.
- To adhere to the School's policies.
- To undertake any other duties that the Head Teacher feels appropriate in accordance with responsibility of the post.

The tasks listed above are not exhaustive and other additional, reasonable duties falling within capabilities of the post holder may be required, depending on the needs of PPSG.

JD Reviewed June 2023



Professional Specification and Personal Attributes

The post holder will be required to either hold, or be willing to gain appropriate, First Aid qualifications.

Amend as req	Essential	Desirable
Qualification	<ul style="list-style-type: none">• Educated to GCSE level to include Literacy and Numeracy	<ul style="list-style-type: none">• Qualifications/training relating to supporting students with EAL.• Qualifications/training relating to supporting students with Dyslexia• NVQ Level 3 in Child Care or a relevant qualification
Experience	<ul style="list-style-type: none">• Demonstrate experience of working with children	<ul style="list-style-type: none">• Experience of work as a TA/LSA• Experience of supporting/teaching students with EAL• Experience of supporting/teaching students with Dyslexia
Knowledge	<ul style="list-style-type: none">• Sound Literacy and Numeracy skills• Knowledge and understanding of conditions experienced by SEND students	
Skills and competences	<ul style="list-style-type: none">• A willingness to engage with strategies to support SEND students.• Demonstrate an ability to maintain confidentiality, empathy, flexibility, good organisation skills• Demonstrate an ability to work with guidance, but under limited supervision• Demonstrate an ability to liaise and communicate effectively with others;• Demonstrate an ability to prioritise tasks and meet deadlines• Good organisational skills: keeping accurate monitoring records, managing timetable changes, prioritising demands.	<ul style="list-style-type: none">• Comfortable with the use of IT as a means of communicating and sharing information.



	<ul style="list-style-type: none">• Demonstrate a commitment to the safeguarding and welfare of all pupils	
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Induction, In-Service Training (INSET) and Appraisal

Learning Support Assistants are required to:

- attend the induction programme as required by the Headteacher
- participate in the system of appraisal
- identify their own training needs in consultation with the SENCo
- ensure they are familiar with the Common Room Handbook and school guidance policies
- be aware of, and act in accordance with, school Health and Safety policies (as set out in the Health and Safety Manual).

Child Protection

Prior Park Schools are committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Data Protection

In the course of employment at Prior Park Educational Trust, staff may have access to confidential information relating to pupils and their families and are required to exercise due consideration in the way they use such information. Staff should not act in any way which might be prejudicial to the School's interest. Information which may be included in the category covers both the general business of the School and information regarding specific individuals. A strict code of confidentiality must be adhered to at all times. The School is registered under the Data Protection Act 2018 and operates under policies that meet General Data Protection Regulations (GDPR). Staff must not at any time use the personal data held by the School or disclose such data to a third person.