

## Role Profile:

### 1:1 Learning Support Assistant (FTC)

#### Purpose

North Bridge Pre-Prep is seeking to recruit an experienced 1:1 Learning Support Assistant of the highest calibre to join our team, supporting a pupil with SEND. The position is fixed term. Parents and Local Authority funded. This unique role will suit someone who has a very good understanding and experience of supporting pupils with additional needs in the areas of Communication and Interaction, Social and Emotional development and Physical and Sensory development. Experience of working as part of a Class team, working with outside agencies such as Speech and Language Therapists and be able to plan additional interventions (with the support of the SENCo) to support the pupils learning and development is essential.

#### Key Accountabilities

- To promote inclusion
- To work closely with the SENCo to plan and deliver small group/1:1 intervention e.g. Box Clever, Bucket Time, Special Time etc
- To build on positive attributes already displayed by the child and further develop these.
- Establish and maintain positive home-school links.
- To be able to contribute to planning and adapt tasks and activities if necessary to promote cognition and learning in all areas of the curriculum.
- Promote positive social interactions and positive behavior in social situations.
- To have a warm, consistent and caring approach towards child development in order to promote social skills and develop good emotional health.
- To liaise closely with the SENCo, Class Teaching Staff, Educational Psychologists, Occupational Therapists, Speech and Language Therapists and other external specialist agencies when needed
- Support students with emotional or behavioral problems and help develop their social skills
- To record observations of learning as evidence of pupil's progress and plan next steps
- To contribute to pupils individual Learning Journals
- To be involved in the monitoring and evaluation of formal and informal assessment of the children (e.g. effort, progress, work standards and organisation) as directed by the teacher and SENCo, and helping to keep up to date the necessary
- Assist in reporting the progress of individual pupils to parents, colleagues, and pupils as necessary, always respecting confidentiality. This includes attendance at termly parent's evenings if necessary. Additionally, to be involved with such occasional meetings with parents which are essential to the relationship between school and home.
- To work as part of a team in planning and assessing within the current guidelines for the EYFS
- To be able to promote good practice and be willing to share this with others.
- To familiarize self with policies and procedures and use them within daily routines
- To ensure the health, safety and wellbeing of the children and report any hazards notices
- Attend staff meetings and occasional events such as summer fair
- Attend training and develop relevant skills
- To work within a team and be flexible
- Deal with minor incidents and refer to senior staff if necessary
- Administer First Aid as needed, following Health and Safety Guidelines and procedures for First Aid

The post holder will be expected to undertake such other duties, within the general scope of the post, as may be required from time to time by the Headteacher and by the SENCo (subject to the terms of the post holder's contract of employment)

## Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good level of written and spoken English</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in English and Mathematics</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Work well within a team</li> <li>• Have a positive attitude</li> <li>• Good behaviour management</li> <li>• Demonstrate high levels of professional conduct at all times</li> </ul>	<ul style="list-style-type: none"> <li>• To be proactive</li> <li>• Experience of First Aid</li> <li>• Experience of using communication tools such as PECS, other visuals</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working within school environment</li> <li>• Experience of working with children with additional needs, including those with communication, social, emotional and physical and sensory needs</li> <li>• Experience and knowledge of safeguarding within schools</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within the Early Years Foundation Stage and KS1</li> <li>• Experience of planning and delivering small group/1:1 interventions</li> <li>• Experience of working with external agencies, to implement strategies and interventions</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Have a passion for working with children with additional needs</li> <li>• Have a positive attitude towards professional development and be willing to partake in training</li> <li>• To build positive relationship with Parents/Carers</li> </ul>	

### Key Stakeholders:

**Internal – Pupils, Colleagues, Parents**

**External – Cognita, Inspectorates**

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

# COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

To be signed and dated by employee:

Signed: .....

Name (print): .....

Date: .....