



Learning Support Assistant

RECRUITMENT PACK

March 2019

The Attic Pupil Referral Unit

Head Teacher: Mrs Joanna Lawrence
Interim Head Teacher: Simon Dawson

Email: interimhead@theatticpru.org.uk

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INTRODUCTION

Thank you for your interest in the position of Learning Support Assistant at The Attic Pupil Referral Unit.

We hope that this brochure will provide potential applicants with all the information and guidance that you need to apply.

If you need any additional information, please contact Simon Dawson, Interim Head teacher.

Chair of The Attic Management Committee

Dear Applicant,

Appointment of Learning Support Assistant at The Attic Pupil Referral Unit

Thank you for showing an interest in the above post at The Attic. The leadership team, including the management committee, are committed to developing our provision to be judged as "outstanding" at its next Ofsted inspection. This is an exciting time for us as we support and challenge ourselves on this journey.

Applicants with the relevant qualifications and experience are encouraged to apply for the challenging, yet highly rewarding, position of Learning Support Assistant at The Attic Pupil Referral Unit.

In recent years The Attic has grown from a two site provision into a four site provision with five services. We are forward thinking and constantly reflecting on our practice. Our current school improvement work is being implemented across all of our sites with a focus on pupil progress, the quality of Teaching and Learning and the curriculum provision.

At The Attic, we support young people who have been unable to succeed in mainstream education. Here they are given a second chance and, with support and challenge, they are able to achieve their potential.

We are now seeking to appoint a learning support assistant to join our well established team. The role will be key in ensuring our students receive the structure and support they require in order to achieve their best.

Our current team of staff are highly committed to supporting our young people to ensure they get as much as they can out of their education at The Attic. If you feel you could contribute to the school and join us on our journey, we would welcome an application from you.

We warmly invite prospective candidates to come and visit us and look forward to receiving your application.

Chair - Man Com

ADVERT FOR LEARNING SUPPORT ASSISTANT

At The Attic, we support young people who have been unable to succeed in mainstream education. Here they are given a second chance and, with support and challenge, they are able to achieve their potential.

Following a recent review of staffing across the Attic provision, the Management Committee are seeking to appoint a number of support staff in both classroom based and administrative roles.

We are now seeking to appoint a learning support assistant to join our well established team at Attic@The Landing. We are thrilled to have opened a new small group provision in September 2018 for students in KS2 with a diagnosis of Moderate Learning Difficulties who may also have Social Emotional Health Needs. The role will be key in ensuring our students receive the structure and support they require in order to achieve their best.

Our current team of staff are highly committed to supporting our young people to ensure they get as much as they can out of their education at The Attic. If you feel you could contribute to the school and join us on our journey, we would welcome an application from you.

We are looking for a professional who has:

- A commitment to ensuring that all children/ young people achieve their potential
- The ability to promote an inclusive provision
- The ability to support the raising of standards across the provision
- The ability to be a supportive and innovative member of the wider Attic team
- The ability to develop partnerships that enhance the experience for all

Visits to Attic@The Landing are warmly welcomed and encouraged. Please contact Nicola Coman to arrange nicola.coman@theatticpru.org.uk.

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service and two references.

Please email your application to Lucy Palmer-Nortcliffe by email: lucy.palmer-nortcliffe@theatticpru.org.uk

Closing date: 31st March 2019

Shortlisting: TBC

Interview Date: Week commencing 1st April 2019

Attic Pupil Referral Unit

The Attic is an established part of Suffolk's County Council provision for children and young people experiencing social, emotional and mental health difficulties that put them at risk of exclusion from their mainstream schools. It is one of a number pupil referral units and Alternative Provisions across the county that support children throughout compulsory mainstream education.

At Attic Pupil Referral Unit we believe that every child deserves the best education to enable them to make good progress and realise their full potential.

The Attic Team works towards ensuring that when young people leave us they have developed a respect for learning and the skills and self-confidence needed to help them succeed in further education, training, employment and post-school life.

We aim to build partnerships with parents, carers and young people that are based on honesty, trust and mutual respect that underpins the support for the academic, vocational, personal and emotional development of our pupils.

It currently provides four services:

- **Attic@Hillside**
- **Attic@Walpole**
- **Attic @Dragonfly**
- **Attic@The Landing**

Attic@Hillside (formerly Attic@Lovewell Road)

The Lovewell Road site was first opened as part of the Attic PRU in 2013 to provide stimulating and high quality education for the young people attending this site. This may be in the form of group work, individual work, offsite learning, outreach, or a combination of all these opportunities.

The young people attending have the opportunity to take a range of accreditations and qualifications including GCSEs. Opportunities are also provided to support the young people to improve their attendance, behaviour, social skills and educational progress.

The site was closed in October 2017 and the provision will moved to Attic@Hillside, formerly Bungay Middle School in May 2018.

Attic@Walpole

The Walpole site became a satellite in September 2013 for the Attic PRU. Set in quiet rural surroundings in Suffolk, the centre offers a limited number of spaces to meet student's needs. Just like Attic@Lovewell Road, this site provides a stimulating and high quality education for the young people. This may be in the form of group work, individual work, offsite learning, outreach, or a combination of all these opportunities.

Attic@Dragonfly

The Attic@Dragonfly became a satellite in October 2016 and is an educational site for young people with Mental Health issues aged 11-17 years old, who are inpatients in a CAMHS Tier 4 ward. They are usually registered with another school and therefore have dual registration, combining our curriculum with their home school.

Attic@The Landing

The Attic@The Landing became a satellite in January 2017 at Beccles Primary Academy and is an educational site for young people with a diagnosis of autism. We provide intensive support for students in Key Stage Two where their diagnosis of Autism Spectrum Disorder is the primary barrier to them accessing learning within a mainstream environment. Following a successful pilot in 2016-17, the Local Authority has commissioned a second class, enabling us to cater for 10-12 students. During the Summer 2017, this provision was moved to our Attic@Assessment Centre site, providing the staff and students a greater access to space and other facilities. In September 2018, we will also opened a third class within this provision for students in Key Stage 2 with a diagnosis of Moderate Learning Difficulties who may also have Social Emotional Health Needs.

JOB DESCRIPTION FOR LEARNING SUPPORT ASSISTANT

Org Type: Alternative Provision Pupil Referral Unit

Funding Status: LA

Gender: Mixed

Age Range: 7 - 18 years

NOR: 4 sites. 50 PRU places (2 sites), 10 ASD PRU places, 8 ML/SEMH PRU places, 12 Residential- Social Emotional Mental Health places.

Pay grade: Grade 3 (below the bar) £17,173-18,319 per annum. This is a term time only position and is paid pro rata of the annual rate for 39 weeks

Contract: 37 hours, 39 weeks (fixed-term- 31st July 2020)

Main Purpose of the Job:

The main purpose of this role will focus on supporting students' ability to access and engage with tasks and activities to improve their learning, make educational progress and reduce their anxieties. This includes: classroom work, pastoral support, attendance monitoring, key working and taking a lead in a chosen activity. It will also involve responsibility for supporting students' behaviour and outreach – visiting registered schools as part of a transition programme. Learning Support Assistants will be supported with planning, preparing and delivering learning activities for individuals or small groups within a small class environment; monitoring, assessing, recording and reporting on pupils' achievement, progress and development.

The professional standards expected of the role are set out with the TA Standards document and are referred to within CPD and managing performance.

<http://maximisingtas.co.uk/assets/content/ta-standards-final-june2016-1.pdf>

Key Relationships:

- The post is Line Managed an Assistant Headteacher.
- Key relationships are within the site team, a range of schools and other agencies.

Main Activities and Responsibilities:

Accountability A: Support for learners and their families

- The management of individual student support, educational progress and behaviour management.
- To provide activities, within a structured programme, to support and develop their anxiety and anger issues, self-esteem and behavioural issues.
- To foster positive relationships with multi-agency staff and staff in home referring schools providing constructive feedback on learners' progress/achievement etc.
- To liaise with primarily the class teachers and a wide range of other agencies to support the learning for the young people.
- To engage and build positive relationships with vulnerable learners to provide effective education in order to achieve agreed outcomes.
- Assessing the needs of learners' as an ongoing basis, gathering all necessary information to support the class teacher in developing and implementing Personal Learning Plans.
- Use detailed knowledge of specialist skills to support learners' learning.

- Establish productive working relationships with learners', acting as a role model and setting high expectations
- Support learners' consistently whilst recognising and responding to their individual needs.
- Encourage learners' to interact, work co-operatively with others' and engage in activities.
- Participate in the supervision of learners' during curricular and non-curricular activities.
- Promote independence and employ strategies to recognise and reward personal achievements
- To work with the class teacher to review and monitor the achievements of learners' (including increasing confidence and ability to take charge of their own learning) and to make arrangements to celebrate their success and achievements;
- To raise the achievement and progress for learners
- Modelling and reinforcing appropriate behaviour management procedures to address challenging behaviour in line with Alternative Education Provider & Suffolk County Council policies, procedures and codes of conduct.

Accountability B: Support for Teachers

- Organise and manage appropriate learning environments and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on learner achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Anticipate and manage behaviour constructively, promoting self-control and independence.
- Administer and assess/mark tests and invigilate exams/tests.
- Support in the production of lesson plans, worksheet, plans etc.

Accountability C: Support for the curriculum

- Deliver learning activities to learners' within agreed system of supervision, adjusting activities according to learner responses/needs.
- Deliver local and national learning strategies e.g. literacy and numeracy and make effective use of opportunities provided by other learning activities to support the development of learners' skills.
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of learners' interests, learning styles, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all learners' have equal access to opportunities to learn and develop.

- Contribute to the overall ethos/work/aims.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of learners’.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting learners.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others’.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in alternative education provision.
- Contribute to the maintaining of accurate records of individual performance and progress as required and submitting accurate reports as necessary.
- Completing all paperwork required for accreditation and funding purposes.
- Submitting claims when appropriate

Level of Autonomy and Decision Making:

- Autonomy as Learning Support Assistant but with reference to line management and guidance from teachers; as appropriate
- Ensure results are reported and discussed with and through your line manager.
- To provide written reports and other documentation as and when required by your line manager.
- Adhering to the Attic policies and procedures at all times, reporting any concerns to your line manager.
- Any other reasonable duties as directed by the line manager from time to time.

Current Objectives for the Job:

- To continue to develop the effectiveness of teaching and learning
- To develop effective and professional relationships with the clinical staff
- To support directly, the process of re-integration into education.
- Contribute to the County Council’s objectives for inclusion; reducing the risk of further exclusion and improving learning outcomes for learners’ who present challenging behaviour.

Please note

This job description sets out the major duties and other tasks associated with the stated purpose of the post. Other duties of a similar nature and/or level undertaken within the school are not excluded simply because they are not itemised. The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

Working with learners within a Pupil Referral Unit setting who have Special Educational Needs& Disabilities requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, social, emotional, mental health and language difficulties or problems with organisation. The behaviour of such learners can be extremely

challenging and is therefore emotionally and physically demanding. In some cases, the nature of the learners' special need may result in staff being verbally or physically assaulted.

Though you will have one site named as your normal place of work; however, as part of your role you will be required to travel to other sites within the attic provision.

The school reserves the right to require you to work at any other site within 20 miles from your normal place of work/reasonable daily commuting distance of your home on a temporary basis according to the needs of the school. In circumstances where the travel distance is in excess of these conditions additional mileage incurred will be paid.

Where you are required to work somewhere other than your normal place of work on a temporary basis, the school will endeavour to give you some prior written notice of the move but, depending on the particular circumstances, it may not always be possible to do so.

The school also reserves the right to require you to work at any other school site, whether current or future, within 20 miles from your normal place of work/reasonable daily commuting distance of your home on a permanent basis, again according to the needs of the school.

Person Specification- Learning Support Assistant Attic@The Landing

PERSON PROFILE	Essential	Desirable
Education & Qualifications	GCSEs or equivalent in English and Maths at a Grade C or above	<p>A Levels</p> <p>Post-graduate qualification</p> <p>NVQ2 or similar qualification</p> <p>Additional qualifications in SEN and Disability, social, emotional, mental health</p> <p>First Aid</p> <p>Additional CPD in delivery of interventions in EYFS/KS1/KS2</p>
Specialist Knowledge & Skills	<p>Recent experience working within a primary setting</p> <p>Relevant and substantial experience of working with young people</p> <p>Knowledge and experience of effective approaches for supporting pupils with SEN and Disability</p> <p>Skills in assessing, evaluating and monitoring children with SEN and Disability</p> <p>Ability to recognise and act on impending problems, explore and present workable solutions</p> <p>Effective organisational skills</p> <p>Reflective practitioner</p>	<p>Thorough knowledge of the EYFS and the delivery within it</p> <p>Proven ability working in a Special School, PRU, EOTAS or other relevant setting</p> <p>Comprehensive knowledge and understanding of the challenges facing pupils with Autism.</p> <p>Understanding of parenting skills and effective ways to engage and support parents/carers</p> <p>Relevant and substantial experience on managing challenging behaviour in an appropriate way.</p> <p>Experience, in using coaching and mentoring skills to help people achieve personal goals</p>

<p>Interpersonal Communication Skills</p>	<p>Excellent communication skills, able to present information effectively both verbally and written</p> <p>Strong interpersonal skills with the ability to develop effective working relationships both internal and external to The Attic</p> <p>Ability to be resilient, persistent and solution-focused in maintaining young people’s engagement</p> <p>Ability to maintain appropriate level of confidentiality</p> <p>Attending and contributing to review and other meetings, as appropriate</p> <p>Ability to manage own workload; including associated administrative tasks</p> <p>IT Literate</p> <p>Able to use own initiative and work independently</p> <p>Good time management, able to meet deadlines and targets</p> <p>Flexible working style</p> <p>Ability to cope with stressful situation and resolve challenging behaviour with solution focused strategies.</p> <p>Resourceful, resilient and adaptable;</p>	<p>Evidence based practice linking with external agencies and other stakeholders</p>
<p>Relevant Experience</p>	<p>Effective work with parents and other agencies.</p> <p>Knowledge of safeguarding and child protection procedures</p> <p>Experience of supporting the delivery of effective learning to small groups with a diverse range of needs and abilities</p>	<p>Experience applying safeguarding procedures with young people</p> <p>Substantial experience of working in partnership with other services to meet young people’s needs</p> <p>Demonstrable experience of working with young people with challenging behaviour</p>

Additional Requirements	Non-judgemental commitment to improving the life chances of young people who can be challenging. Flexible and adaptive, including the willingness to adjust working hours to meet operational needs	Clean Full Driver's Licence (over 2 years)
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If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria, please contact us to discuss whether a reasonable adjustment can be made.

APPLICATIONS

Completing an application form

Please complete all parts of the application form, carefully considering the requirements of both the job description and person specification as you do so. The application form is the main source of information used to decide whether you will be selected for further consideration.

You also need to complete the equal opportunities information sheet and submit it with your application form. This information is used only for statistical monitoring purposes and will be separated from your application. It will not be considered during the shortlist selection process or be seen by any manager involved in making the appointment.

In line with Safer Recruitment guidance we need the same range of information from all candidates **we are not able to accept Curriculum Vitae or testimonials** in place of an application form.

Referees

Applicants are requested to supply the names and addresses of two professional referees on the application form, one of whom should be the applicant's current/latest employer and should cover a period of at least five years.

Short-listing

Short-listing of applicants will be based on the extent to which their experience, qualifications and skills match the selection criteria listed in the person specification. Please ensure that you fully complete the application form ensuring you have demonstrated your true capacity and return before the closing date.

Selection techniques that the Interview Panel may wish to employ include:

- Presentations
- Meetings with school students / staff members / Management Committee
- Written tasks
- Sub-panel interviews (finance/resources/curriculum/students /staff)

Further details will be supplied if you are shortlisted. You will also be requested to bring evidence of identity, eligibility to work in the UK and qualifications. Please note that as part of the Safeguarding arrangements it will be necessary during the course of the interview to ask applicants questions relating to their personal application.

Rehabilitation of Offenders Act 1974 and Disclosure and Barring Service

This post involves working with children and / or vulnerable adults, and for such posts the successful candidate will be subject to an Enhanced Disclosure and Barring Service checks.

Appointment documentation

Candidates will be requested to provide the following:

- Qualification certificates
- Driving licence (where required)
- Documentary evidence of the right to work within the United Kingdom as required by the Asylum and Immigration Act 1996 (as amended).

Probation: A six month probationary period must be completed. During this time employees will be expected to demonstrate their suitability for the role.

THE APPLICATION PROCESS

Completed application forms should be returned by the closing date. Please email your application to Lucy Palmer-Nortcliffe by email lucy.palmer-nortcliffe@theatticpru.org.uk

Or by post marked for the attention of **Simon Dawson** at the following address:

The Attic Pupil Referral Unit
Attic@Dragonfly
Carlton Court Hospital
St Peters Road
Carlton Colville
NR33 8AX

TIMETABLE

Important dates for this recruitment are as follows:

Closing date: 31st March 2019

Shortlisting: TBC

Interview Date: Week commencing 1st April 2019