



## Job Description and Person Specification



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|-------------------------|--|
| <b>Post Title:</b>      | Level 1 Learning Support   |
| <b>Responsible to:</b>  | Head of Learning Zone / SENCO Additional Resource Centre<br>Working under the direct instruction of Teaching Staff and/or Level 3 Learning Support |
| <b>Responsible for:</b> | Supporting pupils as directed  |
| <b>Grade:</b>           | Band C, 30.5 hours per week, term time only<br>Actual Salary £13,322 (FTE Salary £18,588 to £18,932)   |

### Main Purpose of Job

To work under the direction and instruction of appropriate Teaching Staff and/or Level 3 Learning Support to support access to learning for pupils and provide general support in the management of pupils and the classroom. The post includes one whole school duty per week and one after school meeting.

All postholders at Oakwood High School are required to work at their designated level to support the implementation of all school policies and procedures to achieve the key targets of the school. These targets are reviewed annual and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.



## Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

**A = Accountability (which means being responsible for something to somebody)**

**L = Leadership (guide, direct and influence the outcomes of)**

**O = Operational (day-to-day management and control of these activities)**

### Duties and Responsibilities

| <b>1</b> | <b>Support for pupils</b>  | <b>A</b> | <b>L</b> | <b>O</b> |
|----------|--|----------|----------|----------|
| 1.1      | Attend to the pupils' personal needs and implement related personal programmes including social, health, physical, hygiene, first aid and welfare matters. | ✓        | ✓        | ✓        |
| 1.2      | Supervise and support pupils, ensuring their safety and access to learning.  | ✓        | ✓        | ✓        |
| 1.3      | Establish good relationships with pupils, acting as a role model and responding appropriately to individual needs.   | ✓        |          | ✓        |
| 1.4      | Promote the inclusion and acceptance of all pupils.  | ✓        |          | ✓        |
| 1.5      | Encourage pupils to interact with others and engage in activities led by the teacher.  | ✓        |          | ✓        |
| 1.6      | Encourage pupils to act independently as appropriate.  | ✓        |          | ✓        |
| 1.7      | Deliver individualised Pupil Support Plans (PSPs) via 1:1 and group interventions  | ✓        | ✓        |          |
|          |  |          |          |          |
| <b>2</b> | <b>Support for the Teacher</b>   |          |          |          |
| 2.1      | Work with the teacher to determine needs of pupils and support the teacher in ensuring that the curriculum is accessible.                                  | ✓        |          | ✓        |
| 2.2      | Be aware of pupil needs/progress/achievements and report to the Teacher and SENCO as agreed.   | ✓        |          | ✓        |
| 2.3      | Undertake pupil record keeping as requested.   | ✓        |          | ✓        |
| 2.4      | Support the Teacher in managing pupil behaviour, reporting difficulties as appropriate.  | ✓        |          | ✓        |
| 2.5      | Gather/report information from/to Parents/Carers as directed.  | ✓        | ✓        |          |
| 2.6      | Provide clerical/administrative support, eg, photocopying, typing, filing, collecting money, etc.  |          |          | ✓        |
|          |  |          |          |          |
| <b>3</b> | <b>Support for the Curriculum</b>  |          |          |          |
| 3.1      | Support pupils to understand instructions and access the curriculum.   | ✓        |          | ✓        |
| 3.2      | Support pupils in respect of local and national learning strategies, eg, literacy, numeracy etc, as directed by the Teacher/SENCO.                         | ✓        |          | ✓        |
| 3.3      | Support pupils in using basic ICT as directed.   | ✓        |          | ✓        |
| 3.4      | Prepare and maintain equipment/ resources as directed by the Teacher and assist pupils in their use.   | ✓        |          | ✓        |

|          |  |
|----------|--|
| <b>4</b> | <b>General</b>   |
| 4.1      | All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.  |
| 4.2      | Break-time, dinner and after school duties (on a rota basis).  |
| 4.3      | All employees will be asked to work at their level on student interventions to meet student needs and school targets.  |
| 4.4      | Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.  |
| 4.5      | Appraisal and Continuing Professional Development (including attendance and contributions to School INSET and Planning events and Learning Zone meetings). Recognise own strengths and areas of expertise and use these to achieve and support others. |
| 4.6      | Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.                         |
| 4.7      | Contribute to the overall ethos / aims of the school.  |
| 4.8      | Establish constructive relationships and communicate with others in liaison with the Teacher, to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils. |
| 4.9      | Deliver out of school learning activities within the guidelines established by the school, you may be required to adjust your working day to support this.   |
| 4.10     | Supervise pupils on visits, trips and out of school activities as required.  |
| 4.11     | Support for school wide events.  |
| 4.12     | Support the role of other professionals  |

**Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!**

**Person Specification  
Post: Level 1 Learning Support**



**Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.**

| <b>Personal Skills Characteristics</b> |  | <b>Essential</b> | <b>Method of Assessment</b> |
|--|--|------------------|-----------------------------|
| <b>1</b>                               | <b>Qualifications and Experience</b>   |                  |                             |
| 1.1                                    | GCSE English and Maths at grade C or above or equivalent (GCSE Science is also preferred).                               | ✓                | AF                          |
| 1.2                                    | Evidence of qualities that would suggest suitability for working with and supporting the needs of pupils.                | ✓                | AF                          |
| 1.3                                    | A commitment to future training and development.   | ✓                | AF                          |
| 1.4                                    | Self-motivated, enthusiastic and able to work on own initiative.   | ✓                | AF, I, R                    |
| <b>2</b>                               | <b>Support for Learning</b>  |                  |                             |
| 2.1                                    | Interest in the educational provision for pupils with specific needs.  | ✓                | I, R                        |
| 2.2                                    | Knowledge of educational developments.   | Desirable        | I                           |
| 2.3                                    | Evidence that suggests commitment to pupil success and achievement.  | Desirable        | AF, I, R                    |
| 2.4                                    | Evidence that suggests a commitment to classroom and one to one support.   | ✓                | AF, I, R                    |
| 2.5                                    | Experience of using IT in the classroom.   | ✓                | AF, I                       |
| 2.6                                    | Ability to use Go4Schools.   | Desirable        | AF, I                       |
| <b>3</b>                               | <b>Personal Qualities</b>  |                  |                             |
| 3.1                                    | Conscientious, honest and reliable.  | ✓                | I, R                        |
| 3.2                                    | Able to make carefully considered decisions.   | ✓                | I, R                        |
| 3.3                                    | Ability to work on your own initiative.  | ✓                | R                           |
| 3.4                                    | Ability to communicate with a range of adults and pupils.  | ✓                | I, R                        |
| 3.5                                    | A commitment to self-improvement.  | ✓                | AF, I                       |
| 3.6                                    | Capacity to motivate, inspire and challenge young people.  | ✓                | I, R                        |
| 3.7                                    | Ability to establish and maintain good relationships with a range of adults and pupils.                                  | ✓                | I, R                        |
| 3.8                                    | Inclusive.   | ✓                | AF, I, R                    |
| 3.9                                    | An understanding of and commitment to equal opportunities issues both within the workplace and the community in general. | ✓                | I                           |
| 3.10                                   | Ability to identify risks within personal objectives.  | ✓                | AF, I                       |
| 3.11                                   | A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.                  | ✓                | I                           |

| Personal Skills Characteristics |   | Essential | Method of Assessment |
|---------------------------------|---|-----------|----------------------|
| <b>4</b>                        | <b>Mandatory Requirements</b>   |           |                      |
| 4.1                             | A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.   | ✓         | C                    |
| 4.2                             | School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared. | ✓         | AF                   |
| 4.3                             | References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.   | ✓         | AF                   |

## 5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

| 5   | Effective Behaviours   | Method of Assessment |
|-----|--|----------------------|
| 5.1 | <b>Managing self and personal skills:</b> Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others and ensuring to work in a positive way that benefits all.   | A/I/R                |
| 5.2 | <b>Delivering excellent service:</b> Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.   | A/I/R                |
| 5.3 | <b>Finding innovative solutions:</b> Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.  | A/I/R                |
| 5.4 | <b>Embracing change:</b> Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.   | A/I/R                |
| 5.5 | <b>Using resources:</b> Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the school (Trust) and impact of decisions on this.  | A/I/R                |
| 5.6 | <b>Engaging with the big picture:</b> Seeing the work that you do in the context of the bigger picture, eg, in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them. | A/I/R                |
| 5.7 | <b>Developing self and others:</b> Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.  | A/I/R                |
| 5.8 | <b>Working with people:</b> Working cooperatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.  | A/I/R                |
| 5.9 | <b>Achieving results:</b> Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.  | A/I/R                |

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

**Key to abbreviations:**

**AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.