



(HMC & IAPS, CSA, Co-educational, Boarding & Day)
(Church of England Foundation)

Appointment of Learning Support Assistant Full time – term time only From September 2021

THE DEPARTMENT

The Department of Learning Enhancement plays a vital role at St Edmund's School. We pride ourselves on our inclusive school and in the knowledge that we get to know our pupils as individuals. We build strong nurturing relationships, which span both the academic and pastoral. The department currently consists of the Director of Learning Enhancement 3-18, one full time Learning Enhancement Teacher (maths specialist) and one full time Learning Enhancement Support Assistant. The department assists those whose work is made more challenging by needs in the following four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For each pupil we teach, we work with them to boost their self-esteem and capitalise on and increase their strengths as well as remediating areas for development. We are looking for a candidate who has very high expectations of themselves and others and works well within a team. The school places a high priority on professional and career development. All staff receive a full induction and support programme throughout the year to achieve their performance management targets.

The Role

This post has arisen specifically to support two pupils in L5th (Year 9) in the Senior School, both of whom have Education Health Care Plans. The successful candidate should have experience of working with

children who have ASD, ADHD and Speech, Language and Communication Needs and a willingness to undergo further training in these areas. The post holder will be responsible for ensuring the full inclusion of these two pupils in all aspects of the curriculum by implementing the support detailed in their respective provision plans and as directed by the Head of Learning Enhancement.

- A person-centred approach: To be able to relate well to both children, to understand their individual circumstances and aspirations and to establish respectful, trusting, supportive and constructive working relationships with them so that they can reach their full potential within a mainstream setting.
- To demonstrate a secure understanding of the objectives and content of both pupils' Education Health Care Plans in order to be able to support them in achieving their individually agreed outcomes together with the ability to contribute constructively to discussions about progress towards these outcomes.
- To be able to communicate effectively with parents and external agencies involved with their education and to participate in any meetings that concern either pupil as required, including Annual Review, respecting the confidentiality and sensitivity of information that may be shared and the need for discretion in the way that this information is handled.
- To demonstrate familiarity with the requirements of the curriculum and to be able to assist with the effective teaching of basic skills so that the pupils are able to access their learning. This is likely to include delivering specific 1:1 interventions as advised by the Head of Learning Enhancement or external agencies.
- To be able to use areas of expertise to find a range of supporting techniques to present learning tasks and curriculum content in a clear and stimulating way in order to maintain the pupils' interest and motivation in lessons. This might include contributing to the selection, preparation and/or adaptation of resources suitable for each child as directed by the teacher.
- To have an enthusiasm for creating visual displays/packs, in discussion with the teacher, in order to enhance the physical learning environment and support speech and language development.
- To be able to use effective monitoring and recording systems and feed back to the teacher and Head of Learning Enhancement about individual pupil responses, behaviour and engagement. This will include regular use of the school's computerised tracking system.
- To support the physical, intellectual, emotional and social development of both pupils. To encourage their participation in structured and unstructured learning activities and help them to build confidence, self-esteem and independence within the school environment.
- To be flexible in accepting changes in time / hours and responsibilities according to the needs of the children, classroom organisation and the school day. To show an ability take initiative and be proactive within the busy school environment.
- To demonstrate a working understanding of current theory and practice in relation to learning, care and support for young people who have special educational needs including the SEN Code of Practice.

- To demonstrate commitment to collaborative and cooperative working with colleagues, providing consistent and effective support and working as a fully integrated member of the school staff team.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities including attending whole school meetings as appropriate.

Key Responsibilities:

- One to one and small group work
- Deliver engaging, well thought out sessions that suit the specific needs of the students.
- To support individual students in lessons to make progress relative to the rest of the class up to GCSE level.
- To support individual students to make progress in English
- Provide support and encouragement to children and young people
- Develop and use effective communication systems appropriate to audience
- To liaise regularly with the subject teachers and Director of Learning Enhancement to ensure that targets are being met
- To work with professionals to gain an understanding of the needs and develop strategies for effective teaching and management of students
- Work with the school's agreed behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence

Key skills and experience:

- Team Player
- Enthusiastic with a friendly approach
- Flexibility
- Dedicated
- Resourceful
- Professional
- Ability to communicate sensitively and effectively with a variety of pupils, staff and parents
- Be creative and hardworking
- Have a calm, patient and encouraging manner, with an ability to make learning fun
- Have high expectations
- Be committed to getting the best out of every pupil
- Knowledge and experience of working with students with SpLD, ASC, SEMH and SLCN
- Previous Teaching and/or Learning Support experience
- It is essential that the applicant has good literacy/numeracy skills and should preferably hold a teaching or teaching assistant qualification
- It would be advantageous if the applicant has experience of working with dyslexic students and a dyslexia qualification

- Be familiar and up to date with the SEN Code of Practice

THE SCHOOL

St Edmund's School is a co-educational day and boarding school with c. 570 pupils from the ages of 3 to 18. The Pre-Prep, Junior, and Senior Schools are on the same site and are closely integrated, using the same Chapel, music and art facilities, dining hall, science laboratories and sports hall. The school prides itself on its friendly, family environment where every pupil and staff member is known and valued.

The school is officially designated "a school of religious character". The Choristers of Canterbury Cathedral, who are full members of the Junior School, were incorporated into St Edmund's in 1972 and the Archbishop of Canterbury is Patron of the school. The Head is a member of the Headmasters' and Headmistresses' Conference (HMC) and the Master of the Junior School is a member of the Incorporated Association of Preparatory Schools (IAPS) and of the Choir Schools' Association (CSA).

Although the majority of children are day pupils, one quarter of the school's pupils are boarders, from a wide range of backgrounds. The school operates a five-day teaching week, but also runs a Saturday morning activities programme which is optional for Senior School day pupils. All boarders participate in both Saturday and Sunday activities programmes.

The school adjoins the University of Kent and is able to make use of many of the University's facilities: The Templeman Library, the Gulbenkian theatre and the public lectures amongst others. London's West End is within easy reach. Further information about St Edmund's may be found on the school's website: www.stedmunds.org.uk.

CONDITIONS OF SERVICE

Subject to spaces being available fee remission is available to full-time members of staff, pro-rated for part-time members of staff. Lunch is offered free-of-charge for all staff whose working hours encompass the time of school lunch and who accept the necessary supervisory role of staff and pupils during this period.

St Edmund's School Canterbury is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Personal information provided by candidates will be kept on a secure file in the school in line with GDPR legislation and will not be released to third parties outside the school without the permission of the person concerned, except where there is a legal requirement so to do.



APPLICATIONS

Applications must take the form of a completed Staff Application Form, and a concise covering letter outlining the candidate's suitability for the post. The names and contact details (including emails) of two referees are required.

The deadline for receipt of applications is 9.00am Monday 14th June 2021. Applications should be emailed to slh@stedmunds.org.uk.

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