Beachborough

Job Description

POSITION	1:1 Learning Support Assistant
REPORTS TO	Head of Learning Support (SENCo)
LINE MANAGES	N/A
CONTRACT	37.5 hours per week (*1:1 provision for pupil - EHCNA submitted) – fixed term whilst the child is at Beachborough*

General Role:

- To be responsible for the education and welfare of the child under your care in accordance with the requirements of the Conditions of Employment of School Teachers, having regard to the values and mission statement of Beachborough School and implementing the policies as laid down by the Head and Governing Body.
- To share in the corporate responsibility for the discipline, wellbeing, and pastoral care of all pupils, including Prevent Duty.
- It is the responsibility of all staff to be able to source, understand and apply all school policies appertaining to their position.
- The successful candidate will be line managed by the Head of Learning Success.

Specific:

In relation to pupils	• Provide dedicated 1:1 support for a child with significant emotional regulation difficulties. • Develop a trusting and secure relationship that promotes safety, engagement and emotional wellbeing. • Implement and monitor agreed behaviour support, risk management and pastoral support plans. • Use preventative and restorative approaches to support emotional regulation and reduce incidents of aggression or crisis. • Support the pupil during periods of heightened anxiety using agreed de-escalation strategies. • Work closely with teaching staff to adapt activities and facilitate access to learning. • Accompany the pupil to safe spaces or alternative provision when required. • Record incidents, triggers, interventions and outcomes accurately and promptly. • Liaise regularly with the SENDCo, Designated Teacher, pastoral staff and external professionals. • Promote independence, self-regulation, social skills and positive relationships over time. • Contribute to regular review meetings and provide feedback on the pupil's progress and changing needs.

	• To support named pupils at school events, on trips and at sporting fixtures.
In relation to teachers	• To advise staff about named pupil specific needs, identifying potential barriers, and suggesting strategies and resources. • To participate in formal and informal meetings with teachers and parents to contribute to lesson planning. • To support teachers in implementing specific teaching programmes. • To carry out observations, and feedback outcomes. • To work pro-actively with all other members of staff to ensure the care and safety of all children.
In relation to the whole school	• To attend staff meetings, as directed. • To support implementation of school policies and procedures, including those relating to confidentiality and behaviour. • To identify personal training needs and to attend appropriate internal and external in-service training.

Supervision Arrangements:

- Observation of classroom support/additional input work by the Head of Learning Success.
- Head of Learning Success will arrange regular catch-up meetings.

Personal & Professional Qualities:

	Essential	Desirable
Qualifications and training	• A good basic education to GCSE level in English and Maths, or the equivalent. • A willingness to undertake further training. • A commitment to ongoing professional development and participation in relevant training. • Relevant Teaching Assistant, Learning Support Assistant, Childcare qualification	• Training in behaviour support, de-escalation techniques, trauma-informed practice, attachment awareness, Team Teach or equivalent
Experience	• Experience of working with children. • Experience of working with children and young people with social, emotional and mental health (SEMH) needs. • Experience of building positive, trusting relationships with vulnerable pupils. • Experience working as part of a multi-disciplinary team, liaising effectively with teaching staff, pastoral teams, external professionals and families. • Experience supporting children who have experienced trauma, loss, adverse childhood experiences (ACEs), attachment difficulties.	• Experience of working with children in an educational environment. • Awareness of ECHP/Annual Review process • Experience of supporting Looked After Children (LAC) or previously looked after children would be advantageous.

Knowledge & Skills	• A good understanding of attachment theory, trauma-informed practice and the impact of early life experiences on behaviour and learning. • Knowledge of strategies to support emotional regulation, co-regulation and positive behaviour. • Ability to remain calm, professional and emotionally resilient in challenging situations. • Strong communication and relationship-building skills. • Ability to identify triggers, recognise early signs of dysregulation and implement appropriate support strategies. • Skilled in supporting pupils to access learning despite emotional, behavioural and social barriers. • Ability to maintain accurate records and contribute to risk assessments, behaviour support plans and pastoral documentation. • Good organisational skills and the ability to work flexibly in response to the changing needs of the pupil. • Understanding of safeguarding, confidentiality and professional boundaries.	• A working knowledge and experience of implementing the National Curriculum and other relevant learning programmes. • A working knowledge of relevant policies and legislation (e.g., safeguarding).
Attitudes	• Patient, calm and nurturing, with the ability to provide consistent support even during periods of dysregulation. • Empathetic and non-judgemental, with a genuine commitment to understanding the pupil's individual experiences and needs. • Resilient and able to maintain a positive, solution-focused approach when faced with challenging behaviour. • Committed to seeing behaviour as a form of communication and responding with curiosity rather than punishment. • Able to establish clear, predictable boundaries whilst maintaining a warm and supportive relationship. • Flexible and adaptable, recognising that no two days will be the same. • Committed to promoting the pupil's self-esteem, emotional wellbeing, sense of belonging and long-term success.	• A willingness to reflect, review and see things from new angles. • A sense of humour. • Good use of own initiative and the ability to work as part of a team. • Effective time management. • A commitment to personal and professional development. • Positive relations with parents – ability to communicate sensitively.

	• A strong advocate for vulnerable children, maintaining high aspirations and believing in the pupil's ability to make progress and thrive.	

Terms and Conditions:

- 40 hours per week (work pattern to be agreed), Term Time Only (plus INSET days)
- This is a fixed term (whilst the child is at Beachborough), term time contract only.

General Notes

If the post offered is full time, a discount of 50% is available for the children of the successful candidate at the discretion of the Governors. Part time teachers benefit pro rata.

Applicants must be willing to undergo all necessary pre-employment checks. Full details are given on the application form.

Safeguarding

At Beachborough, safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners should ensure their approach is child-centred, considering at all times what is in the best interests of the child.

The post holder must adhere to and ensure compliance with the School's Safeguarding and 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, they must report any concerns to the Designated Safeguarding Lead (DSL).

Equal opportunities

Beachborough School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Beachborough School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.