

## JOB DESCRIPTION

<b>POST TITLE:</b>	Higher Level Learning Support Assistant
<b>POST RESPONSIBLE TO:</b>	Director of Inclusion
<b>SALARY:</b>	SCP 11 - 20 £17,007 – £19,819 (pro rated £14,819 - £17,354)
<b>CLOSING DATE:</b>	<b>Tuesday 5<sup>th</sup> March 2019 at 9.00am</b>
<b>INTERVIEW DATE:</b>	<b>Week Commencing 11<sup>th</sup> March 2019</b>
<b>START DATE:</b>	As soon as possible

### JOB PURPOSE

The role involves working with the Director of Inclusion (SENCo) to provide support for students, teachers and the Academy in order to raise standards of achievement for students with Special Educational Needs by utilising advanced practitioner levels of knowledge and skills. The post holder will undertake the duties of a Teaching Assistant Level 3 to support all activities for students with Special Educational Needs to ensure they have equality of access to educational opportunities at WMG Academy.

### DUTIES AND RESPONSIBILITIES

#### Support for Learners

- Carry out specific small group and individual teaching for students with SEND and those with low literacy and numeracy skills including assessing students' progress;
- Use a wide range of specialist skills to meet the academic learning needs of pupils including diagnostic's and developing bespoke intervention activity;
- Working with the Examination Officer and Director of Inclusion, to ensure that students receive the support they are entitled to for exams;
- In accordance with arrangements made by the Director of Inclusion, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present for a fixed amount of time.

#### Support for Teachers

- Provide information and reports as required on the achievement and progress of students;
- Schedule and manage intervention programs delivered by Learning Support Assistants;
- Record the outcome of student assessments of progress on a regular basis so that records are always up to date;
- Assess the needs of students and contribute to the planning, development, recording and assessing of Inclusion Passports.

### **Support for the Curriculum**

- Plan and review timetables for Teaching Assistants under the direction of the SENCo;
- Plan and review timetables to support students in the classroom under the direction of the SENCo;
- Take and keep accurate records of minutes of meetings;
- Ensure that the SEND Register is kept accurate and up to date and that staff are kept informed of pupil special educational needs;
- Ensure that student files and records are kept up to date;
- Be responsible for the preparation, maintenance and control of stocks of materials and resources.

### **Support for the Academy**

- Communicate regularly and effectively with the parents of students with SEN by holding meetings, writing letters & emails, conducting surveys and making telephone calls;
- Communicate regularly and effectively with staff to collect information and disseminate data and up to date information about students;
- Contact external agencies to support students as appropriate and to attend multi-agency meetings as appropriate;
- 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 of the Academy;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Assist with the supervision of learners out of lesson times;
- Accompany teaching staff and learners on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher;
- Participate in training and other learning activities and performance development as required;
- Show a duty of care and take appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times reporting all concerns to an appropriate person;
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
- Acts as a role model to learners and provide guidance and personal support when required.

### **Pastoral Duties**

- To be involved in the pastoral life of the Academy, fulfilling mentoring and pastoral roles in which your status as a role model within the academy is used to raise learners' aspirations and signpost effective personal development opportunities;
- Assist with enrichment activities, e.g. small sports activities, engineering projects, creative or learning support groups.

**Any other duties commensurate with the level of this post and as directed by the Director of Inclusion Associate Principal or Executive Principal.**

**Person Specification for Higher Level Learning Support Assistant**

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

<b>REQUIREMENTS</b>	ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS
The post holder must be able to demonstrate:	
<b>QUALIFICATIONS</b>	
Hold NQF Level 3 qualification	E
Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2	E
Training in relevant learning strategies e.g. literacy	E
Level 3 qualification in relevant STEM subject	D
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. E.g. SPLD	E
<b>EXPERIENCE</b>	
Proven record of success working with students with additional needs	E
Working with a range of agencies to support students and parents	E
An understanding and demonstration of barriers to learning and how to overcome this	E
Understanding of outstanding teaching, learning and assessment strategies	E
Understanding of behaviour for learning.	E
<b>KNOWLEDGE AND SKILLS</b>	
Excellent subject knowledge	E
Knowledge and understanding of current developments in SEND	E
Ability to analyse and interpret student performance data and set targets for students.	E
Ability to create an ethos which enables all students to achieve their potential	E
To be able to work effectively as a team	E
Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders	E
Excellent literacy, numeracy and ICT skills	E
<b>PERSONAL ATTRIBUTES</b>	
Confidentiality and discretion	E
Ability to organise, plan and prioritise	E
Excellent communication skills	E
A commitment to safeguarding to learners within the academy	E
Enthusiasm, optimism and energy	E
To work under pressure and meet deadlines	E

All offers are subject to clearance of references and enhanced DBS checks

## THE WMG ACADEMIES FOR YOUNG ENGINEERS

*“We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important”*

*Professor Lord Bhattacharyya, Chairman, WMG*

### **The WMG Academy for Young Engineers Trust**

The WMG Academy for Young Engineers Multi Academy Trust was formed in March 2015. Following the successful opening of the Coventry Academy in September 2014, the WMG Academy Trust opened its second Academy in September 2016 in North Solihull.

Formed between a partnership of the University of Warwick (led by the Warwick Manufacturing Group – WMG) and with the support of national, regional and local businesses such as Jaguar Land Rover, National Grid, Arup and Balfour Beatty, the Trust is committed to providing a better way of learning for the Engineers of the future.

The Trust is made up of members from industry including the EEF and the Local Authorities Chamber of Commerce and the University of Warwick who have led the development of the WMG Academies and oversee their running from a strategic perspective.

Both Academies focus on engineering and digital and information communication technologies, catering for approximately 600 students each aged between 14 – 19 years of age.

As well as a core curriculum at Key Stage 4, which includes GCSEs in the core subjects maths, science, English and computer science, students can select from options which include a modern foreign language, a humanities subject and free option subjects. In addition, all Key Stage 4 students follow the Level 2 Cambridge Nationals course in Engineering worth up to 3 GCSEs equivalent.

Students at Key Stage 5 can follow a flexible pathway bespoke to their needs. Students can choose to take just STEM A-Levels or combine 3 traditional A-Levels with the Level 3 OCR Technical in Engineering worth the equivalent of 1 A-Level. Alternatively, students at post 16 can study a larger Engineering qualification such as the BTEC Level 3 Diploma in Engineering and combine it with an A-Level or the Extended Project Qualification.

The ethos of both academies is ‘business-like, business-led’.

### **WMG Academy for Young Engineers Solihull**

Opened in September 2016 the Solihull Academy boasts over £2M of specialist equipment and ICT. Developed along a similar open plan design to Coventry, the Solihull Academy occupies a slightly bigger footprint. The Academy is thriving on successful recruitment and has four year groups, 10 through to 13.

Dedicated ICT facilities include 3 CAD suites and student PC access in all teaching rooms giving unrivalled access to industry standard software. These facilities allow innovative teaching pedagogy through digital

technologies. A large Engineering Hall, complimented by 'Make and Do' areas above, allows a flexible group-work approach to learning.

The Academy occupies land adjacent to the Chelmsley Wood shopping Centre, North Solihull and draws from a wide catchment of East Birmingham, Solihull and North Warwickshire. The Solihull Academy follows the template of the 8.30 am – 4.30 pm working day used in the Coventry Academy and has the additional flexibility of incorporating some enrichment into the Academy day due to its close proximity to North Solihull Sports Centre and having its own multi-use games area and activity hall.

### **Our Vision**

We will ensure that our students have raised aspirations that will provide the motivational drive to succeed. Strong employer and further and higher education links, as well as a professional ethos and culture, will ensure the students will be in demand from employers.

Our unique status of working very closely with some of the biggest employers in the region means that we have shaped the curriculum from day one to ensure we produce students with a professional ethos and culture that is in high demand in today's working world.

The focus of the curriculum is a series of projects – real business-focused, practical problems and challenges that reflect fully the world of work. Employers provide mentors to help our students get a full understanding of life in engineering. This 'better way of learning' means that education will be exciting for our students. We will give them an experience of real value; one that will lead to a diverse range of positive progression pathways for every single student.

Team working will be the norm and students will work together to develop the skills that employers value. We are committed to developing team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change. As staff, it is our role to model those skills and behaviours to our learners in everything that we do.