

JOB DESCRIPTION – Learning Advisor

JOB TITLE: Learning Support Advisor

GRADE: 5

SALARY RANGE: Points 14 - 17 (£11227 - £11856 actual)

WORKING YEAR: Term time only (1 Year Fixed Term Contract from September 2018)

Hours: 28.35 hours

Post responsible to: Director of Studies

Conditions of service are those specified by the National Joint Council for Local Government Services

General Purpose

To work as part of the Learning Support Faculty in supporting and integrating students with special needs into mainstream classes; to implement agreed work, care, support programmes with individuals or groups in or out of the classroom. The Learning Advisor (LA) may work with and receive instructions from the Director for SEND Faculty (SENDCo), Assistant Director for SEND, Teachers, Directors of Studies and other professionals. The post covers all areas with regard to provision and access for students at The Grove School and Grove College. LAs are expected to support students' cognition and learning; behavioural, social and emotional; medical sensory and physical and communication and interaction needs, as directed by the Director of Studies for SEND and Assistant Director for SEND.

Main Duties:

In relation to the students:

1. To develop an understanding of the special needs of the student/s concerned and to promote inclusion of all SEND students at both structured and unstructured times.
2. To take into account the students' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
3. To promote and develop study and organisational skills which help students to learn independently.
4. To support students in using assisted technology and develop students competence and independence in its use.
5. To help reinforce learning by providing feedback to students in relation to progress and achievement in consultation with the class teacher.
6. To undertake assessments of students' preferred learning styles and administer tests.

7. To support the behavioural and emotional needs of students, their self-esteem and motivation in line with classroom and school policies.
8. To provide emotional support for students and support additional programmes and therapy/intervention offered.
9. To support individualised programmes for students and small groups on withdrawal from lessons – including SALT, Spld, phonics, OT, literacy and numeracy programmes.
10. To support transition for all year groups.
11. To lead extra-curricular clubs before school, lunchtimes and afterschool.
12. To work with students on extra-curricular days and support students during examinations and internal assessments.
13. To undertake relevant training such as medical training, if required.
14. To scribe, act as an amanuensis and invigilate during external examinations, under the direction of the Examination Officer and Director of Studies for SEND and / or Assistant Director for SEN.

In relation to outside agencies and other professionals, including Annual Reviews, ECHP Reviews and SENS Meetings:

1. To liaise with outside agencies, attend meetings and training as required.
2. To provide written reports for Annual Reviews/ECHP Review and meetings, as required.
3. To complete daily Record of Work sheets to support the tracking of students and identify areas for additional support.

In relation to the teachers:

1. To have clear lines of communication with the student's teacher and support the development and presentation of the students individual programme.
2. To ensure the timely and accurate design, preparation and use of specialist equipment, resources and materials
3. Where appropriate, to act as liaison between students, parents/carers and the teacher.
4. Involvement in keeping records and evaluation of students programmes.

In relation to the school:

1. To be aware of school policies and procedures, including those relating to confidentiality and safeguarding.
2. To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.

3. To identify personal in-service needs and to attend appropriate internal and external in-service training.
4. To support whole school events and educational visits for all students of the school.
5. To assist in Educational Visits for students with additional needs, other whole school events and to take responsibility for a group under the supervision of a teacher.
6. To support college transition, work with students off site for KS4 placements and work experience.
7. Be aware of and support difference and ensure that students have equal access to equal opportunities in order to learn and develop.
8. To attend and participate in relevant meetings as required
9. Any other tasks as directed by the Headteacher which fall within the remit of the post.

We reserve the right to review and change the job description, in consultation with the post-holder, dependent on the changing circumstances of the school.

Date: June 2018

Person Specification

	Essential	Desirable	Comment
Qualifications 5 GCSEs or equivalent, including Maths and English (Grade C or above) AND Teaching Assistant NVQ 2 or above or have completed training of a similar standard First Aid Qualification Experience of working with children who have a wide variety of educational needs	Y	Y Y Y	These will be tested either through the application or interview process.
Knowledge and understanding The Level 2 LA should have knowledge and understanding of school-based education including how students develop How to support children across all key stages and abilities in literacy, phonics, numeracy and assisted technology	Y Y		
Personal characteristics Ability to bring to the role initiative, enthusiasm and commitment. Flexibility, empathy and reliability Confidentiality Willingness to develop skills with further training	Y Y Y Y		



<p>Skills and abilities (relevant to post)</p> <p>The Level 2 LA will be demonstrate:</p> <p>excellent communication skills, the ability to relate well to children, staff and parents;</p> <p>specialist skills, training or experience in an area of SEN and promote the use of assisted technology and ICT;</p> <p>evidence of working effectively as part of a team and take an active involvement in medium-term planning for SEND students;</p> <p>good social skills and model acceptable behaviour;</p> <p>the ability to discuss with children their understanding of learning objectives; extend their thinking skills and suggest ways of developing learning;</p> <p>the ability to work with an individual or a group under the direction of the class teacher or Director of Studies;</p> <p>the ability to assess children's understanding via formative and summative assessment;</p> <p>a willingness to attend Annual Reviews/ ECHP as requested;</p> <p>an ability to update assessments, data and individual student profiles.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>		
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GROVE SCHOOL



GROVE COLLEGE

Special Conditions			
Willingness to undertake a DBS check	Y		
Willingness to undertake Child Protection training as part of the 3 year cycle	Y		