



LEARNING SUPPORT AT KESGRAVE HIGH SCHOOL

May 2023

Students who require learning support at Kesgrave High are generally supported within the mainstream classroom. The Teaching Assistants work with small groups of students, guided by the class teacher and by the identified needs of the student, both within and out of the classroom, dependent on their level of need.

A variety of students with differing physical, behavioural, learning and emotional needs are supported across the curriculum.

Teaching Assistants run a range of intervention activities during morning registrations, at lunch times and after school to support students with their learning.

At lunch times, Homework Club operates to enable any student in the school to be given assistance with their work. The Teaching Assistants are on duty at these times to support any individual. Learning Support can also be a safe haven at lunch and break for those that need a safe/quiet place to be.

The Learning Support Team is a close group of very hard-working people who believe in Inclusion as a right of all pupils. The new Teaching Assistant will be expected to work in a large team and become an active member of it, supporting the group when necessary.

If you have any further questions regarding the post, please contact Miss R Coe, Assistant Headteacher and Head of Learning Support and Inclusion, at the school on 01473 624855.

JOB DESCRIPTION

TEACHING ASSISTANT

“For inclusion to be effective, students with special educational needs must be engaged in all or most of the activities of the school. Some students require ‘extra assistance’ if they are to benefit from the experiences available to all students.”

Teaching Assistants will provide this ‘extra assistance’ by performing the duties and responsibilities listed below.

DUTIES AND RESPONSIBILITIES

A. SUPPORTING THE STUDENT

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the student to be supported.
2. Taking into account the learning support involved to assist the student to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions;
 - ensuring the student is able to use equipment and materials provided;
 - motivating and encouraging the student as required;
 - assisting in weaker areas, eg language, reading, spelling, handwriting/presentation, etc;
 - helping students to concentrate on and finish work set;
 - meeting physical needs as required whilst encouraging independence;
 - assisting the teacher in developing appropriate resources to support the student;
 - checking the work students produce and helping them to correct their own mistakes;
 - guiding computer assisted learning programmes;
 - assisting with the provision of Access Arrangements for Examinations;
 - supporting students with English as an additional language;
 - giving guidance and support to those students with behavioural, emotional and social difficulties;
 - assisting students with mobility around the school for those with physical disabilities.
3. To establish a supportive relationship with the student concerned.
4. To develop methods of promoting/reinforcing a student’s self-esteem.
5. To be involved in intervention activities during registration and lunch times.
6. To become involved with mentoring individuals in order to promote raised self-esteem and discussion of problems – being a ‘listening ear’.

B. SUPPORTING THE TEACHER

1. To assist, with the class teacher, in the development of a suitable programme of support for students who need learning support intervention.
2. To participate in the evaluation of the support programme.
3. To provide regular feedback about the student to the teacher, especially concerning problems and success.
4. To contribute to planning and review meetings about the student.

C. SUPPORTING THE SCHOOL

1. To use individual personal strengths and talents.
2. To liaise, advise and consult with other members of the team supporting the student when asked to do so.
3. To contribute to reviews of students' progress, as appropriate.
4. To be aware of school procedures.
5. To be aware of confidential issues linked to home/student/teacher/school work and to keep confidences appropriately, and to be competent in school safeguarding procedures.