

Fair Oak Infant School



Learning Support Assistant





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

adminoffice@fairoak-inf.hants.sch.uk

www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Dear Candidate,

Learning Support Assistant

Thank you for your interest in the position of Learning Support Assistant at Fair Oak Infant School. Further information, person specification and an application form for this position is enclosed.

We are looking for friendly and enthusiastic people to join our team to work with children across the school who have additional needs. You will support, guide, encourage and challenge them to achieve, whilst also supporting them with their social, emotional and developmental needs.

Further information about our school can be found on our website and within our prospectus. If you wish to discuss this role further, or come and look around school, please contact the School Office.

Fair Oak Infant School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

I would ask when applying for this role you are specific about why you think your skills and attributes are a good fit to the role. I look forward to receiving your application. The closing date for applications is **noon on Monday 2nd December 2024**.

Yours sincerely

David Peart
Headteacher

Learning Support Assistants

Fixed Term until August 2025, possibility of extension

Two posts - 15 hours (9:00am to 12:00pm)

One post - 30 hours (9:00am to 3:30pm, 30 minutes lunch)

PLEASE STATE ON YOUR APPLICATION FORM WHICH POST YOU ARE APPLYING FOR

Salary – Grade B, £24,027—£24,348 (£16,664 - £16,886 pro rata—30 hours, £8,332 - £8,443 pro rata—15 hours) depending on hours and experience.

Term time only

'*Infants can do anything*' is the mantra Ofsted identified that leaders believe in, staff support and children live up to. We are now looking for a Learning Support Assistant to help us ensure children with additional needs can do anything too!

We are looking for some conscientious and enthusiastic people with experience of working with children in Key Stage 1 or Early Years to work as Learning Support Assistant. Your role will include supporting children across a year group / the school with an EHCP. You will guide, support, encourage and challenge them to achieve, whilst also supporting them with their social, emotional and developmental needs.

Experience of working with children with speech and language difficulties, social and emotional difficulties, autism and implementing behaviour strategies would be an advantage, although not essential, as training will be given.

The successful candidate will:

- Have good communication and interpersonal skills with both children and adults.
- Have experience of working with children in a Key Stage 1 or Early Years setting.
- Have experience of supporting children one to one or within small groups.
- Be committed to working as part of a team.
- Be able to be both patient and flexible.
- Have the ability to remain calm under pressure.
- Be able to use own initiative and work independently.
- Be able to keep accurate and succinct records.
- Be able to implement a range of strategies to support behaviour management.
- Be able to implement interventions such as speech and language.
- Be able to maintain confidentiality.
- Have good IT skills.

The successful candidate needs to be able to support children with communication strategies alongside supporting their learning within a classroom setting, enabling them to become more independent.

The school has a very good team ethos and you will work closely with class teachers, members of the Learning Support Team, external agencies and our SENCo.

Fair Oak Infant School is a large, lively, innovative and successful school of 390 children. Our aim is to help our children become successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and international citizens, who make a positive contribution to society.

If this role sounds like it is for you, and you are looking for an opportunity to work as part of a forward-thinking team, we would welcome your application. If you would like to speak further about the role, please contact the School Office. Further information and an application form can be requested from Ian Peach, i.peach@fairOak-inf.hants.sch.uk or 023 8069 2207.

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

Closing Date:- Monday 2nd December 2024 (noon)

Starting Date:- Monday 6th January 2025



Our School...



...is a popular, innovative, successful and over-subscribed five form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, music room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of education and care for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Wyvern Day Nursery, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our pupils as they set out on their educational journey.

We have recently had a new classroom built and our playground enlarged. Our playground equipment is enjoyed by all children in school. We also make good use of a local park, situated directly across the road from our school.

Our 13 classes are organised into three year groups. We currently have 390 children on roll.

For more information about the school, please visit our website www.fairoakinfant.co.uk



Photo Google Maps - ©2019 Google



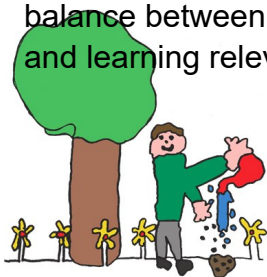
The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress; attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens. We regularly take children out of school using our school minibus, providing experiences that build on and enhance their learning.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The Staff and Governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is “sowing seeds of success” and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning

Internationalism is embedded throughout the school. All of our classes are named after countries of the world, and children have many opportunities to learn about their country throughout the year.



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty



International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Rules

At our core are six Golden Rules that form the expected behaviour throughout school.

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: football, running, IT, sewing, dance, multi skills and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Meet the Teacher, curriculum meetings and topic specific invitations along with our annual "Bring a Parent to School Day" sessions enable parents to become fully involved in school life. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting St Thomas's Church.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work Governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual vocal festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our pupils' views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for pupils to develop their role in the school and their sense of responsibility.



Job Description
Learning Support Assistant
at Fair Oak Infant School

POST: Learning Support Assistant (to work in any year group across the school)

SALARY: HCC Grade B

WORKING PATTERN: *** weeks a year

JOB PURPOSE:

To work with teachers to raise the learning and attainment of children whilst promoting their independence, self-esteem and social inclusion. To give assistance to children so that they can access the curriculum, participate in learning and experience a sense of achievement.

KEY TASKS:

Promote social and emotional development of pupils

- Support pupils in developing appropriate social skills and forming relationships
- Help to develop self-esteem of pupils
- Along with other members of the team, help to resolve difficulties between pupils amicably and with regard to school policies
- Employ strategies agreed by school via policies to raise self-esteem, such as rewards system and praise

Contribute to the management of pupil behaviour

- Promote good behaviour by children, dealing promptly with conflicts in line with the school behaviour policy
- Promote and develop social skills, self-esteem and independence amongst children
- Employ appropriate strategies to ensure positive behaviour management in liaison with the teacher
- Contribute to the development and review of action plans to support specific pupil's behaviour
- Modifying approaches to learning to support access and enable engagement alleviating anxiety

Support pupils during learning activities

- Provide support and guidance for learning activities
- Ensure appropriate resources and equipment are available



- Model learning (phonics, writing, maths etc.) correctly when working with children
- Promote the independence and the development of self-esteem
- Encourage pupils to take responsibility for their own learning and to reflect on their outcomes
- Provide feed-back to the teacher on progress made, attitudes to learning and possible next steps
- Accompany teaching staff and children on out-of-school activities as required

Help pupils to develop English and Maths skills

- Knowledge of school's policies for English and Maths modelling correct approaches to learning
- Work with individuals and groups supporting learning in English and Maths
- Use interventions to support pupils overcome identified difficulties in English and Maths

Establish and maintain relationships with individuals and groups

- Establish rapport and respectful, trusting relationships with children, acting as a role model and setting high expectations.

Assist in preparing learning environment

- Prepare resources and materials that met the pupil's needs
- Take measures to ensure that the pupil is fully included, when possible, within all aspects of school life
- Support the effective use of IT in learning

Contribute to maintaining pupil records

- Confirm role and responsibility for helping to maintain records with teacher
- Confirm understanding of the purpose and nature of relevant pupil records with their teacher
- Update relevant records in the given format at the agreed time intervals
- Ensure contributions are accurate, complete, up to date and accessible

Observe and report on pupil performance

- Know, and implement, a range of observation techniques, understanding the different methods of recording and reporting, including verbal and written

- Carry out observations following consultation with the teacher being clear about purpose
- Record findings in agreed format

Contribute to planning of learning activities

- Understand the most effective way in which to support learning for a given task
- Understand the needs of specific pupils requiring support
- Discuss the learning outcomes with the teacher and understand the success criteria
- Provide feedback for teacher that supports future outcomes
- Support the effective use of IT in learning activities

Support maintenance of pupil safety

- Be aware of and comply with school policies including those relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to nominated person
- Have full knowledge of Health and Safety policy
- Respond to known health issues (and basic first aid), for example with regard to asthma, allergies etc.
- Report any illness to teacher or other member of staff responsible for dealing with pupil health
- Ensure children's safety, welfare and personal hygiene

Contribute to health and wellbeing of pupils

- Support pupils with transition
- Recognise signs of distress and offer reassurance
- Be aware of signs of mental illness or trauma
- Support pupils who have intimate care needs including toileting



Liaison with other team members and parents in a professional manner

- Appreciate and support the role of other people within the Fair Oak team.
- Interact appropriately and professionally with teachers and other colleagues and parents/carers
- Contribute effectively to planning of joint actions within the team
- Refer matters beyond competence and role to other professionals in school
- Ensure that parents' requests to see a teacher are dealt with promptly
- Pass on concerns about pupils to relevant people in the school

Review and develop own professional practice

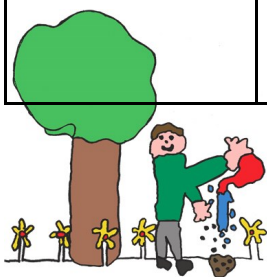
- Take part in regular review of practice and take advantage of development opportunities
- Set personal development targets
- Attend relevant courses/in-service training

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Learning Support Assistant— Person Specification

	Essential	Desirable
Education and Qualifications	<p>GCSE English and Maths Grade C or equivalent.</p> <p>NVQ 2 or equivalent.</p> <p>Experience of professional training within an educational setting.</p>	<p>NVQ 3 or equivalent.</p> <p>Ability to communicate using Makaton.</p> <p>Willingness to undertake appropriate first aid training.</p>
Knowledge, Skills and Abilities	<p>Understanding of safeguarding within school.</p> <p>Excellent communication skills, written and verbal.</p> <p>Ability to inspire confidence and gain trust of children.</p> <p>Excellent organisation skills and the ability to work to deadlines.</p> <p>Ability to reflect, analyse and act both independently and collaboratively.</p> <p>Ability to work alone and with initiative.</p>	<p>Understanding of child development.</p> <p>Working understanding of Early Years Foundation Stage or Key Stage One.</p> <p>Experience of using PECS or Makaton to communicate with children.</p>
Experience	<p>Experience of working with children, within small groups or on a one to one basis within a school or pre-school setting.</p> <p>Evidence of an application of range of behaviour management strategies.</p> <p>Ability to work as part of a team.</p> <p>Ability to provide detailed and regular feedback to teachers on children's achievements and progress.</p> <p>Evidence of effective behaviour management.</p> <p>Experience of working with external agencies.</p>	<p>Experience of working within a school or Early Years environment.</p> <p>Experience of supporting a child's social and emotional needs.</p> <p>Experience of working with children with autism.</p> <p>Experience of working with children with medical needs.</p>
Other Requirements	<p>A commitment to safeguarding procedures.</p> <p>A commitment to being professional and respecting confidentiality.</p> <p>A sense of humour and resilience.</p> <p>Adaptability and initiative.</p>	



Other requirements

A commitment to ensuring children become:

Successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and global citizens, who make a positive contribution to society.

A desire to make a difference to the lives of young children.





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