

Post title: ARNA learning support assistant (term time only)

Pay range: NJC Grade 4 (8-14)

FTE: £24,702-£27,334, Pro-rata: £21,154-£23,407

Line manager: Learning support manager



Main purpose of the job

- To work with pupils in our ARNA provision who are experiencing emotionally based school avoidance and/or other mental health concerns
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs, and identifying and implementing appropriate responses
- Working independently in accordance with guidelines, to enable pupils to develop resilience and strategies to support their own mental health and wellbeing
- Supporting pupils to access the breadth of the curriculum, both in the ARNA room and across the whole school, in planned and responsive situations
- To develop, plan, deliver and review mental health support, interventions, and activities for individuals and groups of pupils in accordance with best practice and national guidelines, and report information for sharing at reviews and other meetings
- To carry out specified duties with individuals, groups or classes under the direction of the learning support manager, including planned support to return to school and transition back in mainstream lessons



"A dedicated team of staff, coordinated by the designated safeguarding leader, supports vulnerable pupils. These staff work with determination and sensitivity"
OFSTED MAY 2018

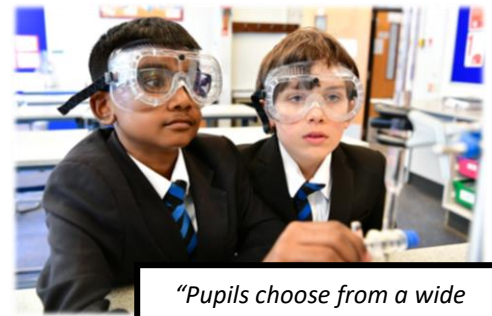
Duties and Responsibilities

Key duties

- Through effective learning strategies, support all pupils to participate in learning activities; this will involve being aware of pupils' needs, using appropriate equipment and materials, and modifying resources as necessary to support pupils to participate and progress, including planned support to return to school and transition back in mainstream lessons
- Contribute to the planning and evaluation of wellbeing and mental health activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions, and giving feedback
- Support pupils by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development
- Follow and adhere to the graduated response to ARNA and contribute to the implementation of an effective behaviour management strategy; applying it fairly and consistently, with clear boundaries and reinforcement of positive aspects of behaviour
- Provide some mental health support and interventions (planned, structured and responsive), understanding the clear boundaries, and when to refer or signpost to other services and agencies in collaboration with the learning support manager
- To follow a structured timetable which offers a breadth of interventions, in-class support, ARNA provision management and crisis support
- To assist the learning support manager in the delivery and monitoring of interventions, and support through the *plan, do, review* framework
- To ensure an accurate and up to date log of impact, and contribute to the ongoing monitoring and evaluation of the ARNA provision
- To be a visible champion for whole school approach to positive mental health and wellbeing, promoting good social, emotional and mental health for all
- Provide some literacy and numeracy support to individuals and groups to enable them to access the wider curriculum, whilst monitoring progress and dealing with challenges as they arise
- To follow a structured timetable which offers a breadth of interventions, in-class support and keyworker sessions

Specified work

- Post holder must carry out specified work in order to assist or support the work of qualified teachers in school; this is an ongoing and regular requirement of the post and is an integral element of the role at this level. Specified work includes:
 - Planning and preparing interventions for pupils who need mental health support and may be at risk of non-attendance
 - Delivering interventions to pupils, including delivery via distance learning or computer aided techniques
 - Assessing the development, progress and attainment of pupils
 - Reporting on the development, progress and attainment of pupils



"Pupils choose from a wide range of extra-curricular activities, which develop their confidence, as well as the culture of aspiration within the school and the local community." OFSTED May

Support for pupils

- Support learning and mental health activities for all pupils; being aware of stages of development, individual needs, and giving positive encouragement and feedback
- Give care and support for pupils by providing a safe and secure environment; responding to accidents, emergencies and following procedures
- Contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedure and protocol, and ensuring any concerns are addressed in a calm and sensitive manner
- Establish and maintain positive relationships with pupils by communicating effectively
- Support children and young people through transitions that occur in their lives
- Contribute to the personal and intimate care of pupils
- Support pupils with behaviour, emotional and social development needs, and report any issues to the appropriate senior member of staff
- Provide support to pupils with sensory and/or physical needs, in addition to their ARNA needs
- Provide support to pupils where English is not their first language, in addition to their ARNA needs

Support for the teacher

- Assist with writing and monitoring pupil plans, reviewing and implementing interventions enabling pupils to understand and meet their targets
- Contribute to maintaining accurate pupil records, following relevant procedure and ensuring confidentiality at all times
- Working alongside the class teacher, ensure that pupils accessing the ARNA provision have access to online classes and learning resources, and are able to submit work and receive feedback
- In collaboration with the learning support manager, ensure that teachers are aware of, and are using strategies to, support anxious pupils and those struggling with their mental health, both generally and in supporting pupils in their transition from the ARNA provision to mainstream lessons
- Escort and supervise pupils on educational visits and out of school activities
- Prepare and effectively use ICT within the ARNA provision and classroom to support and promote pupils learning
- Implement agreed learning activities and adapt activities to pupils' need, especially where SEMH is a barrier to learning
- Support access to the curriculum through home-based learning packages, if necessary

Professional development

- Regularly review the effectiveness of your deployment and its impact on pupils' progress, attainment and wellbeing, and responding to advice and feedback from colleagues
- Be responsible for improving your practice through training and development opportunities identified by the school, or as developed as an outcome of your professional targets
- Participate in training, learning activities and professional development

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the postholder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

This post is subject to an enhanced DBS criminal record check and an online search

Person Specification – ARNA learning support assistant

	Essential	Desirable
Qualifications and Training		
Good general education, including GCSE maths and English, grade C or above	✓	
Qualification relating to working with children/in education equivalent to NVQ level 2 or 3	✓	
A relevant mental health related qualification, or the willingness to undertake one	✓	
First aid training		✓
Experience		
Experience of working within an education setting or equivalent	✓	
Experience of working with young people from different backgrounds including children with SEND and those experiencing anxiety and/or other mental health difficulties or concerns	✓	
Experience of planning and delivering mental health and wellbeing activities for groups and individuals	✓	
Relevant experience of building positive relationships with all stakeholders and families		✓
To have experience of assessing pupil progress and to have kept up to date records		✓
Use of ICT including Excel, Microsoft Office and Google workspace		✓
Skills and Abilities		
Excellent communication skills	✓	
Ability to prioritise appropriately with a flexible attitude	✓	
Co-operative and positive, with the ability to work hard under pressure while maintaining a professional attitude	✓	
Adaptable, open to change, and willing to take on challenges with enthusiasm	✓	
Ability to prepare differentiated learning materials in support of effective teaching and learning	✓	
Ability to plan, prepare, deliver and review interventions under the direction of the learning support manager	✓	
Ability to organise classroom resources and maintain pupil records	✓	
Ability to liaise effectively with teaching staff in order to support pupil progress	✓	
Knowledge		
Knowledge and understanding of the statutory framework in subject areas and phases supported	✓	
An understanding of youth mental health and its impact on holistic wellbeing and academic attainment	✓	
Knowledge of National Curriculum and how this is applied to planning, preparation and delivery of learning abilities	✓	
Knowledge and understanding of pupil assessment, progress, evaluation, and reporting of attainment	✓	
Knowledge of the stages of child development, individual needs and appropriate behaviour management practices	✓	
Understanding of the range of complex needs that young people may have accessing education, and a knowledge of a range of approaches to cater for different learning styles and barriers to learning	✓	
Awareness of safeguarding issues	✓	
Equal Opportunities		
Understanding of different social backgrounds of pupils	✓	
Full commitment to community cohesion and inclusion	✓	

