



Learning Support Assistant (fixed term) – Princes Primary School

Princes is a primary school for pupils with severe learning difficulties. The majority of pupils have an additional diagnosis of autism, and many have medical, physical and sensory needs.

The main school building is situated in Toxteth and we have 2 satellite units based at Smithdown Primary and Matthew Arnold Primary. We currently have 145 pupils and staff can be expected to work across three sites with EYFS, KS1 and KS2.

Governors are seeking to appoint highly motivated, energetic, passionate, exceptional practitioners to join our outstanding school (OFSTED 2017). You can find out more about us by visiting www.princesprimary.com

Candidates are welcome to attend school for an informal visit.

Our school is committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment. This post is subject to positive references and an enhanced DBS check.

Letter in support of application should demonstrate how each aspect of the person specification is met. Application forms to be returned to: Sandra McNulty (School Business Manager) s.mculty@princes.liverpool.sch.uk

Closing date for applications will be Friday 9th July 2021 at 12 noon, with shortlisting taking place in the afternoon. Interviews will be Tuesday 13th July 2021, with time spent in class, a written exercise and a formal interview. If you have not heard from us by 5pm on Monday 12th July 2021 please assume that your application has been unsuccessful on this occasion.

	Essential criteria	Desirable criteria
Qualifications	Level 2 qualification in maths / numeracy and English Excellent communication skills NVQ 2 Supporting Teaching and Learning or equivalent	Qualifications relating to SEN
Experience	Experience of working with children in a school setting. Understanding of the national curriculum. Basic understanding child development. Ability to relate to complex learners	Experience of working with children with severe learning difficulties. Understanding of how the curriculum can be adapted to meet the needs of complex learners.

	<p>Ability to use ICT to undertake pupil record keeping as required.</p> <p>Awareness of procedures relating to safeguarding, health and safety, confidentiality, and data protection</p>	
Skills	<p>Ability to support and promote the school's vision and values</p> <p>Ability to establish good working relationships with all stakeholders</p> <p>Ability to assist with the implementation of IEPs / IBPs</p> <p>Ability to provide detailed, regular, and accurate feedback to the teacher electronically.</p> <p>Ability to provide support for structured and agreed sequences of learning appropriate to the individual needs of the pupils.</p> <p>Computer literate</p> <p>Ability to improve own practice</p> <p>Ability to carry out physical intervention and / or restraint where necessary, in accordance with the school's Physical Intervention Policy</p>	<p>A genuine desire to develop own skills and knowledge through professional development.</p> <p>Experience of dealing with challenging behaviour</p>
Personal attributes	<p>Committed, motivated and passionate about working with children with severe learning difficulties.</p> <p>Positive outlook</p> <p>Good sense of humour</p> <p>Professional work ethic</p>	

Please note:

This work requires emotional and physical resilience.

It involves supporting students in all areas of learning, including therapeutic specialist support, personal care and life skills

The work does involve sitting at low tables or on the floor and may involve lifting or restraint of pupils; there is training available.

The work is in a busy and, at times, noisy environment, with intensive interactions with students with communication and interaction difficulties

Working with Special Educational Needs pupils requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation.

The behaviour of such children can be extremely challenging and is therefore emotionally and physically demanding.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.