

Job Description: Learning & Progress Support	
Post title:	Learning & Progression (essential car user)
Pay Range:	20 – 24
Reporting to:	Head Teacher
Key purpose of the post:	
Learning & Progress postholders work within an agreed system of supervision to support the education of children and young people at the Raedwald Trust.	
Specific roles/responsibilities of the post:	
<p>1. Supporting the pupil</p> <p>Take responsibility for helping pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present, by:</p> <ul style="list-style-type: none"> (a) Undertaking activities with individuals, groups or a class of pupils in order to facilitate their physical, emotional and educational development within a safe environment (b) Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the pupil's understanding (c) Encouraging acceptance and inclusion of the pupil with special needs to support achievement and development (d) Promoting and reinforcing the pupil's self-esteem and encourage the pupil to maximise their achievement and development (e) Attending planning meetings and under the overall direction and guidance of the teacher, contributing to the short, medium and long term planning and preparation of lessons (f) Preparing and delivering lessons, under the direction of the teacher, including delivery of specific interventions to pupils (g) Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress (h) Contributing to the maintenance of pupils records (i) Supporting teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. (j) Liaise with the class teacher to devise complementary learning activities. <p>2. Supporting the teacher by:</p> <ul style="list-style-type: none"> (a) Monitoring, assessing and recording pupils' work as directed by the teacher. (b) Supporting the school by: (c) Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate (d) Carrying out the duties of a Learning and Progress staff as required or directed (e) Contributing to behaviour management of pupils in accordance with the school policy and guidance (f) Working within the framework of the Trust's agreed policies and procedures 	
Duties and responsibilities:	
1. Professional Values & Practice	<ul style="list-style-type: none"> (a) Have high expectations of all students and am committed to raising their educational achievement and supporting their social and emotional development. (b) Build and maintain fair, respectful, trusting, supportive and constructive relationships with pupils and promote their development as learners. (c) Demonstrate and promote the positive values, attitudes and behaviour expected from the pupils with whom they work. (d) Liaise sensitively and effectively if required with parents, carers, and home schools recognising their roles in pupils' learning. (e) Recognise and respect the contribution that parents and carers can make to the development and well-being of the pupils with whom they work. (f) Work collaboratively and co-operatively with staff, and carry out roles effectively, knowing when to seek supervision and advice when needed. (g) Improve own practice, including responding to advice and feedback, through observation, evaluation and discussion with staff. (h) Have a proper and professional regard for the ethos, policies and practices of the Raedwald Trust and maintain high standards in personal attendance and punctuality (i) Observe at all times the proper boundaries appropriate to the context in which you work (j) Work to break down barriers associated to learning with both pupils and parents when relevant

2. Knowledge & Understanding	<ul style="list-style-type: none"> (a) Know and understand the key factors that can affect the way pupils learn and make academic and social progress. (b) Contribute to effective personalised provision by taking practical account of diversity. (c) Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation. (d) Have sufficient understanding to support pupils' development, learning and progress within my areas of expertise and acquire further knowledge to contribute effectively and with confidence to the learning activities in which you involved. (e) Achieved a nationally recognised qualification at level 2 or above in English/literacy and/or Mathematics/numeracy. (f) Know how to use ICT to advance pupils' learning, and can use common ICT tools to support my professional activities. (g) Be familiar with the statutory and non-statutory frameworks in the school curriculum and the age-related expectations in the subjects and ability ranges of the learners you support. (h) Understand the objectives, content and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme. (i) Have an understanding of, and always act within, the statutory frameworks which set out your duties and responsibilities. (j) Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
3. Professional Skills:	<ul style="list-style-type: none"> 1. Planning and Expectations <ul style="list-style-type: none"> ▪ Contribute effectively to planning and preparation of learning activities and resources as required. ▪ Plan and understand the role in learning activities including how the will provide feedback to pupils and staff on pupils' learning and behaviour. ▪ Promote and support the inclusion of all pupils in the learning activities ▪ Working within a framework of supervision, and plan and prepare clearly structured learning activities that will interest and motivate learners and advance their learning as required. ▪ Plan how to will meet the diversity of pupils' needs and interests. ▪ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. 2. Monitoring and Assessment <ul style="list-style-type: none"> ▪ Support the evaluation of pupils' progress using a range of assessment activities and techniques. ▪ Monitor pupils' responses to learning tasks and modify my approach accordingly. ▪ Monitor pupils' participation and progress, providing focused support and feedback to pupils and teachers. ▪ Contribute to maintaining and analysing records of pupils' progress. ▪ Review and report back on pupils' social and emotional progress. (3.) Teaching and Learning Activities <ul style="list-style-type: none"> • Use behaviour management strategies, in line with the school's policy and procedures, which contribute to establishing and maintaining a purposeful learning environment. • Communicate effectively and sensitively with pupils to support their learning. • Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Advance pupils' learning in a range of settings, including working with individuals, and groups without the presence of a teacher. • Where relevant, guide the work of other adults supporting teaching and learning in the classroom. • Organise and manage safely the learning activities, the physical teaching space and resources for which you are given responsibility in line with school policies and agreed practices.

<p>3. Generic tasks</p>	<p>The following list of tasks is indicative of the generic tasks which post holders in this banding may be routinely expected to do.</p> <p>This is not intended to be an exclusive or exhaustive list:</p> <p><i>Recording & monitoring absences</i></p> <p><i>Classroom display</i></p> <p><i>Administering teaching cover & work experience</i></p> <p><i>Invigilating examinations & processing exam results</i></p> <p><i>ICT trouble shooting and minor repairs</i></p> <p><i>Stocktaking & ordering supplies and equipment;</i></p> <p><i>Cataloguing, preparing, issuing and maintaining equipment and materials</i></p> <p><i>Inputting & managing pupil data, and collating pupil reports</i></p> <p><i>Photocopying</i></p>
<p>In addition to the specific responsibilities outlined above, the staff are expected to</p>	
<ul style="list-style-type: none"> ▪ Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture ▪ Support the aims and ethos of the school ▪ Set a good example in terms of dress, punctuality and attendance ▪ Take on any additional responsibilities which might from time to time be agreed with the Headteacher ▪ Build strong links with parents and carers ▪ Uphold the school's behaviour code ▪ Participate in and where appropriate lead staff training ▪ Attend and where appropriate lead team, SLT and staff meetings ▪ Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools ▪ Take appropriate responsibility for own health, safety and welfare 	