

**Job Description**

<b>Job Title:</b>	Learning Development Assistant
<b>Hours of Work:</b>	Full time, term time 1 year fixed term
<b>Department:</b>	Pre-Prep
<b>Accountable to:</b>	SENCO/ Pre-Prep Learning Development Coordinator
<b>Number of direct reports:</b>	None
<b>Budgetary responsibility:</b>	None
<b>Location:</b>	<b>Winchester House School</b>
<b>Purpose of the role:</b>	To work primarily with one KS1 child, providing learning development support to the individual pupil. Working alongside the class teachers to create and implement individual learning plans to support physical, emotional and academic progress. There will be opportunities for whole class support during the day, working alongside the individual pupil in small groups of children and assisting the class teacher.

**The Stowe Group**

The Stowe Group of schools (Stowe, Swanbourne House and Winchester House) was created in January 2021 and is situated on three separate sites in Buckinghamshire and Northamptonshire. Across the three schools, The Stowe Group offers education for boys and girls from 3-18 years. Within The Stowe Group there are more than 1,500 pupils and 850 colleagues. The Schools occupy sites of historical significance in Swanbourne, the market town of Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational and substantive Change Makers vision and Change 100 programme.

**Vision & Ethos**

We are Change Makers

Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community. Our World-class facilities support our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve. Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. It is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community. We are committed to the development of character with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. We strive to attract and retain employees of the highest calibre.

The Group’s talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support staff. We focus on employee well-being, provide opportunities for professional growth and create a culture of community and partnership. Environmental stewardship and sustainability are cornerstones of The Stowe Group.

Pupils and staff have a heightened awareness of their social and environmental responsibility in preserving our unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.

**Key Tasks:**

- provide daily support in the core subject areas
- share responsibility for implementing high quality teaching and learning for an individual child within the classroom and on a one-to-one basis
- to assist in the creation of, and implementation of individualised programmes of support
- help to nurture the social, emotional and developmental needs of the child
- understand and implement the class teacher’s planning
- provide feedback to the teacher recommending next steps for learning
- carryout observations and assist in the identification of needs and outlining support plans for the individual child
- assist in setting clear targets for the individual child
- share responsibility for the safety, health and welfare of all children at all times
- ensure the individual child has full access to the curriculum
- help to prepare and organise materials and equipment to be used by the child within the classroom
- attend briefings/meetings
- establish good relationships with parents where and when appropriate
- be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

**Person Specification:** The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Holds or is working towards Special Educational Needs qualifications or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Special Educational Needs qualification or equivalent in area of ASD.</li> <li>• Good numeracy/literacy skills- including early phonic skills</li> <li>• Training in relevant learning strategies</li> </ul>

<p>Specialist Skills and Experience</p>	<ul style="list-style-type: none"> <li>• Experience of working with children with autism spectrum disorder</li> <li>• Experience of working within the primary/prep school setting, particularly with pupils with social, emotional, behavioural and academic needs</li> <li>• Ability to provide high quality teaching and learning development to meet the needs of the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the principles of child development and learning</li> </ul>
<p>Personal Qualities</p>	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• Able to deal sensitively with people and achieve positive outcomes</li> <li>• Discrete and able to maintain confidentiality</li> <li>• Patient and calm approach</li> <li>• Excellent communication skills</li> <li>• Ability to use own initiative and work as part of a team</li> </ul>	
<p>This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder</p>		
<p><b>Date Agreed: July 2024</b></p>		



**Value scales:**

This value is the least important to the role	This value has some significance to the role	This value is desirable to the role but not essential	This value is important to the role	This value is essential to the role
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**In the role of Learning Development Assistant we are looking for Change Makers who are (please highlight as appropriate):**

<b>Professional:</b>	1	2	3	4	5
<b>Creative Problem Solvers:</b>	1	2	3	4	5
<b>Kind:</b>	1	2	3	4	5
<b>Flexible:</b>	1	2	3	4	5
<b>Collaborative:</b>	1	2	3	4	5
<b>Communicator:</b>	1	2	3	4	5