



# Westhaven School

## **Our vision**

Valued, Inspired, Prepared

## **Our values**

We shape our learners to be:

safely independent

confident communicators

respectful citizens

resilient learners

inquisitive thinkers

## **Our ethos**

The Westhaven Way



# Information for candidates

## About our school

Westhaven School is a maintained community special school for learners aged between 4 and 18 years who have an Education, Health and Care Plan (EHCP). Built on an ethos of family support, personalised learning and commitment to the needs of the whole child, the last 50 years has seen it excel in new enterprises and expanding in both number and age range.

Our learners have varying aptitudes and abilities; we are extremely proud of all their achievements and progress. Our learners have a range of Special Educational Needs and Disabilities (SEND) including: Autism (ASC); Cognition and Learning needs; Attention Deficit Hyperactivity Disorder (ADHD) and Speech, Language and Communication Needs (SLCN). We seek to ensure that, by the time they leave us, our learners emerge as self-confident individuals able to manage their own learning; equipped with the skills and competencies to successfully take the next steps in their lives.

We are a friendly, happy and caring school, providing a positive, inclusive and enriching educational experience for our young people. We view each of our learners as unique and shape our provision to meet their individual needs and accelerate their progress in a variety of areas e.g. personal, social, academic and well-being. Our commitment to supporting the 'whole' child and their development is underpinned by our strong pastoral systems and our committed and trained staff. At Westhaven we promote inclusion and equality and celebrate diversity.

Our mission statement is 'Valued, Inspired, Prepared'.

The learning strands within the school are split to enable all learners to succeed and each has a slightly different curriculum. These are:

- **Encounter and Explore** : a strand for learners who have more complex needs and are working towards EHCP outcomes
- **Connect and Grow** : a strand for learners who can access the national curriculum at their academic level but need sensory, S&L and regulation support
- **Aspire and Excel** : a strand for learners who are more able to advocate for their own needs and self-regulate but continue to need the support of their EHCP
- **Engage and Respond**: a small strand within the school for learners whose SEMH needs have become more significant than their cognition and learning needs
- **Develop and Empower**: our 6th Form provision for learners who are not quite ready for larger post 16 settings

What we can offer you:

- A dedicated staff team committed to achieving the best for our learners.
- A caring and supportive special school community that is open to new learning and development.
- A supportive, warm and welcoming team
- Excellent CPD and training opportunities.



North Somerset Council

### JOB DESCRIPTION

<b>SCHOOLS</b> Westhaven School	<b>SECTION</b> Teaching & Learning Support
<b>JOB TITLE</b> LSA – to provide general classroom support, care and assistance	<b>GRADE</b> JG3

#### 1. JOB PURPOSE:

To provide support and assist learners with additional educational needs (A.E.N.) as part of a team within the school. There are various posts available across all age groups and all strands, at times staff are at times moved according to the needs of the school.

#### 2. ORGANISATIONAL CONTEXT

The post holder is expected to work effectively with teachers, support staff and other professionals, to contribute positively to the overall personal education plans for the learners in Upper School under the guidance of teachers and the Upper School Assistant Headteacher.

#### 3. MAIN RESPONSIBILITIES

- (i) To support learners within the setting with their wellbeing
- (ii) To support learners increase independence and develop skills for later life
- (iii) To support learners in a variety of lessons to meet their individual academic goals
- (iv) To be able to model excellent communication and interpersonal skills
- (v) To have a good understanding of how learners with SEND learn and need to be supported
- (vi) To be flexible and able to adapt to the needs of the learners in both SEN needs and supporting learning and progression

- (vii) To work with tutor teams to differentiate materials and delivery so that the learner(s) can make good progress
- (viii) To contribute comments on EHCP paperwork relating to progress and achievements
- (ix) To support communication with home
- (x) To support with personal care when and if needed

#### 4. General Duties and Responsibilities

- To attend relevant meetings and training sessions
- Treat learners and staff with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to professional position
- Having regard to the need to safeguard learners' wellbeing in accordance with statutory provisions
- To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require
- To assist in break and lunchtime duties on the timetabled rota

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be amended at any time in consultation with the postholder.

#### 5. ADDITIONAL INFORMATION

Some of the work undertaken within the school is of a highly confidential nature. The postholder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the school they may on occasions be exposed to information that they may find upsetting. Some posts require the post holder to exert more physical effort and or strain than that which is normally used in a standard office environment.

#### PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>	Good basic education to GCSE standard or equivalent including English and Maths.  Equivalent to GCSE Grade A*-C / 9-4 or Level	Teaching Assistant Qualification

	2 on the national vocational framework.	
<b>Experience</b>	<p>As a Learning Support Assistant.</p> <p>Experience of working with ASD / Speech and Language learners.</p> <p>Working with learners of an appropriate age.</p> <p>Experience with working with learners to develop emotional literacy, positive mental health and social skills</p>	<p>Working within education</p> <p>Experience in working with learners in KS3</p> <p>Experience with Unlocking Letters and Sounds phonics programme</p>
<b>Knowledge and understanding</b>	<p>Ability to communicate with learners and staff.</p> <p>The roles and responsibilities of learning support staff.</p> <p>Commitment to and promotion of safeguarding the welfare of children and young people and an understanding of the safeguarding practices applicable to working within a School environment</p>	<p>Knowledge of needs of learners with ASD, MLD, SL&amp;C needs and strategies for these learners</p>
<b>Skills</b>	<p>Good organisation</p> <p>Good time management</p> <p>Good ICT skills</p> <p>Confident communicator</p>	
<b>Personal characteristics</b>	<p>Adaptable</p> <p>Kind, caring and nurturing</p> <p>Team player</p> <p>Friendly</p> <p>Flexible</p> <p>Resourceful</p> <p>Professional conduct</p> <p>Persistent and resilient approach to work</p> <p>High standards for learners and staff</p> <p>Reliable</p> <p>Resilience under pressure</p>	<p>Motivation to learn new skills</p>

<b>Other</b>	Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed)*	
--------------	--	--