

Job Description

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| Job Title: | Learning Development Assistant |
| Hours of Work: | 35 hours (8.30am to 4.00pm) Monday to Friday |
| Department: | Support |
| Job Grade (if applicable): | 5 |
| Accountable to: | Head of SENCO |
| Number of direct reports: | None |
| Budgetary responsibility: | None |
| Location: | Winchester House School |
| Purpose of the role: | To work primarily with one child, providing learning development support to the individual pupil. To work 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 small groups of children and assisting the class teacher. |

The Stowe Group

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) is situated on four separate sites in Buckinghamshire and Northamptonshire and educates children from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The schools occupy sites of historical significance in Swanbourne, Dorton, 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 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 children 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 | | |
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| Attributes | Essential | Desirable |
| Qualifications | <ul style="list-style-type: none"> • A good level of English and Maths GCSE | <ul style="list-style-type: none"> • holds or is working towards Special Educational Needs qualifications or equivalent • Training in relevant learning strategies |
| Specialist Skills and Experience | <ul style="list-style-type: none"> • Share the aims for the children • Has experience of working with children with Special Educational Needs and understands that needs will change over time • Current or recent experience of working within the primary/prep school setting, particularly with pupils with social, emotional, behavioural and academic needs • Good numeracy/literacy skills- including early phonic skills • Has excellent communication skills • Fluent in English | <ul style="list-style-type: none"> • Some experience of working with children with speech and language difficulties would be beneficial • Has a good knowledge of the expectations relating to supporting a child with special educational needs • Understanding of the principles of child development and learning |
| Personal Qualities | <ul style="list-style-type: none"> • Ability to provide high quality teaching and learning development to meet the needs of the individuals • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles • Able to deal sensitively with people and achieve positive outcomes • Discrete and able to maintain confidentiality • Patient and calm approach | |
| 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 | | |
| Date Agreed: April 2025 | | |

Our Values



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 |
|---|--|---|-------------------------------------|-------------------------------------|
| 1 | 2 | 3 | 4 | 5 |

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

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| Professional: | 1 | 2 | 3 | 4 | 5 |
| Creative Problem Solvers: | 1 | 2 | 3 | 4 | 5 |
| Kind: | 1 | 2 | 3 | 4 | 5 |
| Flexible: | 1 | 2 | 3 | 4 | 5 |
| Collaborative: | 1 | 2 | 3 | 4 | 5 |
| Communicator: | 1 | 2 | 3 | 4 | 5 |