

**Ofsted**  
Outstanding  
Provider



**Moorlands**  
Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**INCLUSIVE  
LEARNING SUPPORT  
ASSISTANT**

**School Resourced  
Provision (SRP)  
Autism Spectrum  
Condition (ASC)**

**OCTOBER 2024**

**ILKLEY GRAMMAR SCHOOL**  
**Inclusive Learning Support Assistant**  
**School-Led Resourced Provision (SRP) - Communication and Interaction (including ASD)**  
**Scale Pay Point 7 (Range 7 -11) Actual Annual Salary: £19,557 - £21,306**  
**Pattern of hours will be 35 hours each week**  
**Monday to Friday: 8.00am to 3.30pm with a 30-minute unpaid lunch each day**  
**Term time only plus 3 days**  
**(Various patterns of hours are available, please indicate any preference within your online application)**

Thank you for requesting details for the post of Inclusive Learning Support Assistant in our School Resourced Provision SRP.

The successful candidate will work as directed in meeting the additional educational needs of students and support them in all areas of school life, where necessary. The post holder will report progress of students' performance to the manager of the SRP and will carry out other duties as required. In addition, they will encourage students to become independent learners and will at all times respect confidentiality of information relating to the Academy Trust and its students.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. All staff have access to an Employee Assistance Programme, and we have an embedded schedule of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays to accommodate these sessions as well as to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

## **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain how your skills, qualities and experiences make you a suitable candidate for this post.

**The closing date for this post is: 8am Monday 14<sup>th</sup> October 2024, although we reserve the right to close early and so early applications are encouraged.**

**Provisional interview is scheduled for w/c 14<sup>th</sup> October 2024.**

If you do not receive an invite to interview by Wednesday 16<sup>th</sup> October, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell  
Headteacher

## INCLUSIVE LEARNING DEPARTMENT

Ilkley Grammar School provides an inclusive environment that enables each individual to flourish and achieve their personal best and where all students and staff value the unique potential of each and every member of our school community. Our SEND policy and information report outline how we, as a school will ensure that the necessary and appropriate provision is made for any student who has special educational needs and how these are communicated to those who work with them.

The school will ensure that teachers are able to identify and provide for those students who have special educational needs. This, through the use of reasonable adjustments and inclusive quality first teaching will enable equality of access to the curriculum and the wider activities of the school, so far as is reasonably practical.

We are fully committed to including all stakeholders in collaborative decision-making processes and working in coproduction with the students themselves and their families.

Our School-Led Resourced Provision (SRP) opened in September 2019 and has undergone a purpose-built expansion which opened in September 2024 to increase its capacity to 24 students with an EHCP for an Autistic Spectrum Condition (ASC).

The SRP will provide:

- A nurturing environment which will enable the student to feel part of our school community whilst receiving additional support for their individual needs.
- The opportunity to access an enhanced level of support within the SRP that is personalised and bespoke to their individual needs.
- Support to access the mainstream school curriculum with additional out of class support and intervention for particular subjects according to their individual needs. We have high aspirations of our students to be able to access as much of the mainstream curriculum with their peers as is possible.
- Adaptation to the school curriculum and school environment to accommodate the individual needs of the student, for example:
  - The personalisation of a planned curriculum.
  - Opportunities to access a quiet and safe environment as appropriate.
  - Support during unstructured times of the day.
- Individual and small group interventions addressing:
  - Social skills
  - Language and communication
  - Behaviours
  - Individual strengths and interests
  - Problem solving
- Flexibility to accommodate students who may experience heightened levels of anxiety who require additional adult support for the development of their emotional literacy and emotional regulation skills.
- A peer group experiencing similar needs
- Regular and agreed communication with parents/carers
- Collaboration with multi-agency support
- Access to extra-curricular activities

**Daniel Keane**

**Assistant Headteacher: Inclusion and Personalisation (SENDCo)**

**September 2024**

## **PRIME OBJECTIVES OF THE POST:**

To work as directed in meeting the additional educational needs of students and support them in all areas of school life, where necessary. The post holder will report progress of students' performance to the SRP Manager and will carry out other duties as required. In addition, they will encourage students to become independent learners and at all times respect confidentiality of information relating to the Academy Trust and its students.

## **RESPONSIBLE TO SRP MANAGER THE POST HOLDER WILL:**

### **Key Accountabilities**

- To work in partnership with the SRP manager and other class teachers to enable students to access the curriculum, while also promoting their independence, self-esteem and social inclusion
- To champion and be an advocate for students within the SRP with peers, staff, students and the community
- To promote a positive learning environment in a range of classroom settings and encourage students to achieve their personal best
- To be a role model for our students and be sensitive and responsive to students' needs
- To use behaviour management strategies effectively and communicate with the SRP manager any concerns about a student's learning
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop by employing strategies to recognise and reward achievement of self-reliance and self-regulation
- To develop, prepare and adapt resources for learning activities in accordance with lesson plans and in response to student need
- To assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with the school's policies and procedures
- To take part in school activities and events as required, accompanying and supporting students on outings from school as necessary
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole groups
- To be responsible, when appropriate, for the mobility, medical and hygiene needs of the students within established policies and practices.
- To monitor students' participation and progress and provide constructive feedback to students and their teachers in relation to their progress and achievement
- To assist in maintaining and analysing records of pupils' progress
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links
- To support students to manage transitions in their lives
- To support students in the use of technology in the class to enable and facilitate access to the curriculum
- To attend departmental meetings

- To carry out administrative support as required
- To regularly update yourself with students' needs
- To provide 1:1 and small group support for identified students

**Responsibilities**

- 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
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

**General Accountabilities**

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

**VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

**Agreed by:**

**Post Holder:**

**Print name.....**

**Signature.....**

**PERSONNEL SPECIFICATION**  
**SRP Inclusive Learning Support Assistant**

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths & Science	E	Application form and selection process
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> NVQ Level 3 or equivalent in SEND, Child Care, Health or Youth Work	D	
<input type="checkbox"/> Any additional qualification relating to children with special educational needs	D	
<input type="checkbox"/> First Aid qualification or willingness to undertake First Aid at Work qualification	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children and those with ASD	E	Application form and selection process
<input type="checkbox"/> Understanding of how best to meet needs of students with ASD	E	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve	E	
<input type="checkbox"/> Aware of requirements under Health & Safety regulations	D	
<input type="checkbox"/> Knowledge of First Aid procedures	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	E	
<input type="checkbox"/> Experience of working in a high-pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	D	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> ICT competence or ECDL level or equivalent	D	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	E	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	

<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Development planning, monitoring and evaluation	D	
<b>Professional Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Will not require holiday leave during term time.	E	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	E	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	