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ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**INCLUSIVE
LEARNING SUPORT
ASSISTANT**
(with a Post-16 focus)

DECEMBER 2024

INCLUSIVE LEARNING SUPPORT ASSISTANT (ILSA) (with a Post-16 focus)

Actual annual salary: £17,105 - £17,703

Salary Scale Point 5 (range 5-6)

Monday - Friday 8.25am – 3.00pm plus a 35-minute unpaid lunchbreak each day

Total hours – 30 per week.

Term time only plus 3 additional days

Thank you for requesting details for the post of Inclusive Learning Support Assistant (with a Post-16 focus). We are looking for a colleague to join the Learning Support Team at this successful, oversubscribed comprehensive Academy. This specific ILSA role sits within the current ILSA job description but as there is a post-16 focus it requires a slightly different, though comparable, approach to that of a main school ILSA.

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 Assistant Headteacher: Inclusion and Personalisation 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.

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. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays 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, **with specific reference to the Post-16 dimension of the role.**

The closing date for this post is: 8am Monday 16th December 2024

Provisional interview is scheduled for w/c 16th December 2024

Please be aware that we reserve the right to close early, and so early applications are encouraged.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

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 Assistant Headteacher: Inclusion & Personalisation 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 THE DIRECTOR OF INCLUSIVE LEARNING THE POST HOLDER WILL:

Key Accountabilities

1. To work in partnership with class teachers to enable students to access the curriculum.
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
3. To promote a positive learning environment in the classroom and encourage students to achieve their personal best.
4. Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.
5. Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
6. Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
7. To be a role model for our students and be sensitive and responsive to students' needs.
8. To communicate with the Assistant Headteacher: Inclusion and Personalisation of any concerns about a student's learning.
9. To link with a curriculum area, attending curriculum meetings and feedback to the inclusive learning department.
10. To be responsible, when appropriate, for the mobility, medical and hygiene needs of the students within established policies and practices.
11. To keep appropriate records of students' performance and support as required.
12. To support students in the use of technology in the class to enable and facilitate access to the curriculum.
13. To attend departmental meetings.
14. To carry out administrative support as required.
15. To regularly update yourself with students' needs.
16. To keep abreast of current educational research associated with SEND and inclusion in the classroom.

Post-16 focus

Post-16 students with SEN require a slightly different, though comparable, approach to that of a main school ILSA due to the age of the students. We are still refining what this looks like but in our recent experience Post-16 provision at IGS would typically include, but is not limited to:

- **Academic and organisational support-** Working with students to support with their organisational skills such as deadline/workload management and, developing effective study habits particularly in environments where independent study is a fundamental skill.
- **In class support-** There may be some elements of the Post-16 iLSA role where there will be some in class support. This is at a much-reduced level than KS3 and KS4 however, some attendance to lessons to familiarise themselves with learning content, and associated deadlines could be a requirement depending on the nature of individual students.
- **Liaison between Inclusive Learning and the Post-16 team** - The post will have some directed work from Post-16 and Inclusive Learning. The successful candidate will liaise closely with pastoral colleagues from the Post-16 team as well as the Key Stage 4/5 Inclusive Learning Manager.

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.
- 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

- 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
Inclusive Learning Support Assistant (with a Post-16 focus)

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"/> A levels and degree level qualifications are desirable due to the Post-16 dimension of the role but are not essential	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children (inc. Post-16)	D	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	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	
Professional Qualities	Essential/ Desirable E/D	How Identified
<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	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<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	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<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	
Safeguarding	Essential/ Desirable E/D	How Identified
<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	