Lord Grey Academy
Lord Grey Can

TOVE LEARNING TRUST

LEARNING SUPPORT ADVISOR

PERMANENT

Required as soon as possible

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"Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work."

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Advertisement

LEARNING SUPPORT ADVISOR

PERMANENT

Hours of Work 8.30am – 3.30pm Monday to Friday
32.5 hours per week

39 weeks per year – Term time plus training days
Tove Learning Trust Band E Point 4 - 5 (£25,185 - £25,583)

Actual annual starting salary: £19,027 per annum

We are seeking to appoint two proactive and reliable Learning Support Advisors to join our Inclusive Learning Faculty as soon as possible. This position has arisen through a change in roles within the department. The successful candidate will enjoy working with young people and will play a key role in supporting students in school, both in class and through the delivery of small group work. In addition, the successful candidate may be required to work in the Learning Support Centre in a LSA capacity.

Please note, as part of the interview process, candidates will be required to conduct a 20-minute reading intervention to a small group of students, support SEND students (with another LSA) in a lesson, and spend some time in our Learning Support Centre.

A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: https://www.lordgrey.org.uk/vacancies/

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to hr@lordgrey.org.uk by 9am on Tuesday 12 May 2026. Interviews to be held on Tuesday 19 May 2026.

Only successfully short listed candidates will be contacted. CVs will not be accepted.

INCLUSION IQM QUALITY MARK

Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.
As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
    - 24/7 GP Appointments & prescription services
    - Dental treatment
    - Optical care
    - Physiotherapy
    - Skinvision - skin health tracker
    - A range of essential healthcare expenses
    - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.

Why work at Lord Grey?

At Lord Grey we have a strong sense of team. Staff support each other well and we have good systems and processes to make working as effective and efficient as possible. We have a strong commitment to supporting staff so that they can manage the very important work that we do. We don't underestimate the responsibility and sometimes stress that comes with working in a busy school environment.

How we support staff at Lord Grey

- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading.
- Visible Leadership Team who are on hand to listen and support.
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
- A clear system of sanctions which is applied consistently so staff don't have battles with students.
- Excellent pastoral support offered through our year teams.
- Specialised personalised CPD for all staff through the GROW model.
- Time for staff to put new things into action and a very careful approach to avoid initiative overload.
- Regular Staff, Faculty and Pastoral briefings to support good communication.
- Headlines – a weekly whole staff email containing all the important information which reduces the number of emails in your inbox. No emails outside of work hours.
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally.
- We are constantly streamlining all systems and processes so they take less time.
- Open door Principal - no concern is ever too small.
- Countless opportunities to get involved with the wider life of the Academy - Duke of Edinburgh, school performances, sports teams, music etc.
- Contributions of staff recognised through our colleague to colleague recognition awards and student thank you cards.
- There are regular staff wellbeing events organised for staff.

Lord Grey Academy is also in a great location. The Academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was broken – this site of historical importance and tourist attraction is just a few minutes' walk from the Academy.

Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons FC and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.

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JOB DESCRIPTION - LEARNING SUPPORT ADVISOR

Role:	Learning Support Advisor
Responsible to:	Assistant Principal – Inclusive Learning; ILF TA Team Leader
Based at:	Lord Grey Academy
Hours:	32.5 hours per week, 8:30am - 3:30pm Monday to Friday 38 term time weeks plus 5 inset days
Grade:	E, points 4 - 5

Job Context
To work under the line management of the Head of Inclusive Learning Faculty in order to provide an effective and efficient support service for students at Lord Grey Academy. To offer Learning Support Advisor support within the Inclusive Learning Faculty.

KEY RESPONSIBILITIES

- To observe all academy policies, procedures and working practices
- To strive towards continuous improvement and to foster an enterprising culture
- To undertake any other duties which are reasonable within the scope and grade of the post
- To ensure the effective implementation of the academy's Equalities Policy and Safeguarding and Child Protection Policy
- To contribute towards the delivery of high-quality education for all students

Responsibility Area 1 - Support for Pupils

- To work under the supervision of the Head of Inclusive Learning Faculty in supervising and supporting students who may present with a variety of special needs
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans where appropriate
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy and correct use of standard English, whatever the Learning Support Advisor's specialist subject
- To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations;

Responsibility Area 1 - Support for the Head of Inclusive Learning Faculty

- Create and maintain a purposeful, orderly and supportive environment, in accordance with the agreed protocols of the Inclusive Learning Faculty
- Use strategies, in liaison with the Head of Inclusive Learning Faculty, to support pupils to achieve learning goals
- To support the teaching staff on early intervention in classrooms working with the class teacher and assist with students with challenging behaviour
- To attend annual reviews and interim reviews as appropriate
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers and the Head of Inclusive Learning Faculty on pupils' achievement, progress, problems etc.

- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers and all teaching staff
- Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc. as appropriate

Responsibility Area 3 - Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher recording all interventions for pupil records
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Responsibility Area 4 - Support for the Academy

- 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 all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- 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 (including first aid certificate) as required
- Assist with the supervision of pupils out of lesson times, including before and after academy
- Accompany teaching staff and pupils on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of the teacher
- To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- To undertake such duties as may from time to time be reasonably assigned by the Principal

Responsibility Area 5 - Support for Tutoring

- Be a Support Tutor within our Tutoring System alongside an experienced colleague.

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. Staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person as to allow for the effective running of the academy. This job profile does not form part of your contract of employment.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities, which could include break/lunch duties, first aid, invigilation, chaperoning and minibus.

Signed: _____ Date: _____

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PERSON SPECIFICATION

Experience	Essential	Desirable	How evidenced
Working with or caring for children of relevant age for minimum of 1 year		✔	A R
Knowledge	**Essential**	**Desirable**	**How evidenced**
Effective use of ICT to support learning	✔		A I
Understanding of relevant policies/codes of practice and awareness of relevant legislation		✔	A I
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies		✔	A I
Experience and/or knowledge of delivering literacy/numeracy programmes		✔	A I
Basic understanding of child development and learning		✔	A I
Ability to self-evaluate learning needs and actively seek learning opportunities	✔		A I
Ability to relate well to children and adults	✔		A I R
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✔		A I
To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations	✔		A I
Ability to communicate effectively, both verbally and in writing	✔		A I
Education, Training and Qualifications	**Essential**	**Desirable**	**How evidenced**
Good numeracy/literacy skills – GCSE Maths and English at grade C or above or equivalent	✔		A I
NVQ 2 for Learning Support Advisors or equivalent qualifications or experience		✔	A I
Training in the relevant learning strategies e.g. literacy		✔	A
First Aid at Work qualification		✔	A I
Other Requirements	**Essential**	**Desirable**	**How evidenced**
Completion of DCSF Teacher Assistant Induction Programme within 6-12 months [It is desirable for Learning Support Advisors to have already completed this but it is recognised that there will be occasions when direct entrants have not completed the programme].		✔	A
Participate in development and training opportunities	✔		A
Commitment to uphold the school's Equalities Policy and Safeguarding and Child Protection Policy	✔		A
Willingness to be flexible with working hours to respond to the school's needs	✔		A
Subject to successful completion of enhanced DBS check	✔		A

A – Application form I – Interview R – Reference

INCLUSION IQM QUALITY MARK