



LEARNING SUPPORT ADVISOR

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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.”

Advertisement

LEARNING SUPPORT ADVISOR **PERMANENT** **Support Staff Role**

32.5 hours per week, 39 weeks per annum
(38 term time and 5 training days)
Hours of Work 8.30am – 3.30pm

Tove Pay Scale Band E (£24,404 - £24,790)
Pro rata actual annual salary: £18,437 - £18,728 per annum

We are seeking to appoint a proactive and reliable Learning Support Advisor to join our Inclusive Learning Faculty as soon as possible. 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.

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

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Details on how to apply for this post are in the How to Apply Section of this booklet. 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 11th February 2025.

Interviews to be held on Friday 14th February 2025.

Only successfully short listed candidates will be contacted.

Join an Academy part of a highly supportive and growing MAT. Lord Grey joined Tove Learning Trust in April 2018 and is situated in Bletchley on the outskirts of the growing city of Milton Keynes. We achieved our GOOD OFSTED status in Summer 2022. Since then we have gone from strength to strength with improving GCSE and level 3 results; a football partnership with Paris St- Germain and winners of MK Inspiration Awards 'Inspiring Secondary School' 2023 and MK Educations Awards 'Secondary School of the Year'; 'Maths Team of the Year' and 'Lifetime Achievement Award' November 2023. The right candidate will join us on our exciting journey and enable us to continue to provide a great education for our amazing students as we prepare them for adult life. We have a strong collegial team who create a real atmosphere of collaboration and community who embody - Lord Grey Can!

Tove Learning Trust

The trust is committed to ensuring that all students 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 students thrive on success. There are seven secondary schools and one primary school in this growing Trust.

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

JOB DESCRIPTION

POST TITLE: Learning Support Advisor
Inclusive Learning Faculty

RESPONSIBLE TO: Assistant Principal – Inclusive Learning; ILF TA Team Leader

JOB PURPOSE

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.

PRINCIPAL ACCOUNTABILITIES

- 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

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;

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

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

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

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.

Signed: _____

Date: _____

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