



**KINGS**

INTERNATIONAL COLLEGE

# **LEARNING SUPPORT ASSISTANT**

**Application Pack**



*Igniting and fulfilling aspirations*



**KINGS**  
INTERNATIONAL COLLEGE  
**WELCOME**

**Jo Luhman**  
**Headteacher**

Thank you for your interest in working at our school.

We are looking to recruit individuals who are committed to our vision of "igniting and fulfilling aspirations". You would join a staff body focussed on delivering enhanced life opportunities for our students.

Our students benefit from our focus on pastoral care, which was commented on positively by Ofsted. This focus coupled with a relentless application of our values (Aspiration, Resilience and Respect) enables us to fulfil the aspirations of our students.

We offer a wide of extra-curricular activities, including the successful Personal Development Days. They develop our students' character and strengthen the culture of our school.

We are equally committed to the development of our people. Many of them are studying for additional qualifications to enable them to make progress with their careers. Our comprehensive CPD programme is designed to help individuals become better.

Our school is growing, yet small enough to really get to know the students. We are excited about the next stage of our development. If you feel you have the skills to thrive in this environment and make a real difference to the future of your students, we look forward to your application. We strongly suggest you take the opportunity to visit prior to applying, so you can experience the school and we can answer your questions.

Yours sincerely

Jo Luhman





# Kings International College **OVERVIEW**

## **ABOUT US**



Kings International College provides an exceptional standard of education founded on excellence, opportunity and community cohesion to around 800 students aged between 11 and 16.

Kings is an integral part of the local community. We have thriving relationships with local business, community organisations, feeder schools, further education providers and other secondary schools in the area.

Our students are offered a wide range of opportunities, both inside and outside the classroom. We take great pride in our ability to meet their individual educational needs. Kings is well supported by our parents and carers. This is based on mutual respect and a strong commitment to understand the needs of each individual child.

Our students are happy, feel safe and enjoy coming to school. Our team offer a high level of care, guidance and support that enables them to thrive.

Having been an associate member of the Bourne Education Trust since September 2020, we are looking forward to becoming a full member with a planned conversion date of 1st December 2024

# CONTEXT

As recognised in our 2022 Ofsted report, Kings International College is a diverse and caring community where staff and pupils work together harmoniously.

We offer an inclusive and ambitious curriculum designed to give all pupils the knowledge and skills to succeed.

Our high-quality pastoral support, with expert staff is on hand to support pupils with their emotional and mental health.

We have a strong SEND team who support students both in the classroom and in interventions.

# PERFORMANCE

In February 2022, Ofsted found Kings International College to be 'Good' across all areas. Following their visit, inspectors commended the staff's 'uncompromising aspirations' for pupils to be the best that they can be.

[Click here](#) to view our latest Ofsted report.







# OUR MISSION & VALUES



*To provide an exceptional standard of education founded on excellence, opportunity and community cohesion*

## ASPIRATION

We have high aspirations for all. We pursue them with passion and commitment. We believe in the power of aspirations to drive success

## RESILIENCE

We have the strength to adapt. We are receptive to change. We recover from adversity.

## RESPECT

We value each other and our environment. We build positive relationships that strengthen our community. We treat others with kindness and empathy.



# STAFF BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.

## REFLECTIVE

- ✓ Being outward facing and continually scanning the horizon
- ✓ Making decisions carefully, drawing on evidence, risk analysis and research
- ✓ Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- ✓ Learning without borders by working with and learning from different phases, specialisms and sectors

## OPTIMISTIC

- ✓ Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- ✓ Believing that everyone has potential, is valued and can contribute Clearly identifying and sharing why we do what we do
- ✓ Focusing on the team's outcome and not just the individual

## ASPIRATIONAL

- ✓ Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- ✓ Holding one another to account and having the courage to challenge and to question
- ✓ Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- ✓ Creating community confidence and pride in our schools and Trust

## INCLUSIVE

- ✓ Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- ✓ Committing to social justice and sustainable leadership whilst acting with humility and integrity
- ✓ Learning about our biases and blind spots and challenging expectations and stereotypes
- ✓ Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently



# JOB

# DESCRIPTION

## Role information

**Location:** Camberley, Surrey

**Contract:** Permanent, 30 hours a week (8.30am - 3pm) over 37 weeks

**Salary:** PS3 £16,035 (FTE £23,576)

**Benefits:** Workplace pension through LGPS; occupational sick pay; ongoing training, learning and development opportunities; HR and well-being support; family friendly policies; on-site parking

## Role purpose

- To support the class teacher with their responsibility for the development and education of children in schools, which may include pupils with special needs.
- To assist an individual teacher, or teachers, in delivering and evaluating programmes and adapting teaching materials to suit the particular requirements of individual pupils and groups.
- To assist in meeting the pupils' need for encouragement, reassurance and comfort and attend to their personal requirements and physical care while encouraging independence at all times.

# Key Accountabilities

## Support delivery

- Deliver 1-1 and/or group support / intervention and monitor pupil performance, including those who have physical, emotional or educational needs, under the direction of senior staff.
- Use of relevant tools/equipment.
- Carry out routine tasks to organise and maintain the learning environment.
- Ensure all well being, behaviour and personal development of pupils.
- May carry out personal care routines as appropriate.
- May be required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).

## Planning and Organising

- Plan own set tasks within the day
- Ensure materials and equipment are available as and when required.
- May be required to contribute with activity planning.
- Analysis, Reporting and Documentation
- May need to make records of activities/observations for further submission to supervisor as per instructions.

## Work with others

- Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary.
- Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures.
- Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site.



## Support for the School

- 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 students have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with teachers, to support achievement and progress of students.
- Participate in training and other learning activities as required.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.





## **Safeguarding**

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Health & Safety**

The Governing Body and all leaders at Kings International College recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All employees must co-operate with us to access proper training and to make sure they understand and follow the School's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



# PERSON SPECIFICATION

## Education , Training & Qualifications

- Numeracy/literacy skills – equivalent to at least NVQ Level 2 in English and Maths



## Skills & Abilities

- Ability to use language and other communication skills that students can understand and relate to
- Ability to establish positive relationships with students and empathise with their needs
- Ability to demonstrate active listening skills
- Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students, encouraging the student to stay on task
- Ability to monitor students' response to learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- Ability to offer feedback to students to reinforce self-esteem
- Ability to work effectively and supportively as a member of the school team
- Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equality etc.





# PERSON SPECIFICATION

## Experience & Knowledge

- Experience of children with SEN
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Shows a personal commitment to safeguarding and promoting the welfare and rights of young people.
- Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances
- Can demonstrate an ability to contribute towards a safe environment
- Interpersonal skills both in working relationship with young students and in forming effective professional relationships with staff
- Enthusiasm, drive and a love for the job
- Committed to high personal standards at all times
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people

## Desirable

- Adaption of ICT equipment to specific student needs
- Understanding of child development
- Full working knowledge of relevant policies/codes of practice/legislation
- Working knowledge of national curriculum and other relevant learning programmes



# PERSON SPECIFICATION

## Personal Qualities

- Calm disposition
- Willing to accept the demands and challenges of the post and respond in a flexible manner
- Time-management and multi-tasking skills
- Ability to work under pressure
- Committed, resilient, robust, resourceful, keen and enthusiastic
- Can demonstrate fairness, honesty, integrity and confidentiality
- Can show positive commitment to organisational principles
- Committed to safeguarding and promoting the welfare of students and Kings International College

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline



# APPLICATION PROCESS



Thank you for your interest in this role, we look forward to receiving your application. Prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

If you would like to arrange a tour of the school please contact Jennie Morgan: [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk).

To apply for this position, you must complete a Kings International College application form and email it to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk) (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

Following shortlisting you will be contacted by email if we would like to see you for an interview.

## **SAFEGUARDING:**

Kings International College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

## **EQUAL OPPORTUNITIES:**

Kings International College is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.