



Henry Hinde School
Learning Support Assistant



Job Description and Person Specification

Welcome from the Principal

We are at the start of an exciting period for Henry Hinde as we look to start to amalgamate our Infant and Junior sites and we are looking for the right individuals with drive and vision to help us on this journey.

At Henry Hinde School, everybody counts. Staff and pupils will talk about the vibrant culture and support they get from each other – we truly are a community. Our key aim is to equip our children for a world of possibilities. We want to ensure that our pupils leave with the key skills in order for them to make choices about their future.

Our focus, as a Trust, is to provide the right environment for our academies to thrive in. At Henry Hinde, our ambitions of nurture potential, inspire community, and deliver excellence are deeply rooted in the very core of the school. We are seeking an individual who resonates with our vision, someone dedicated to ensuring that every staff member and pupil has the opportunities needed to maximise their potential in all aspects.

You are looking for the right school in which to develop and progress, to contribute to the success of others and to receive the support that you need to feel fulfilled in your role. We hope that you agree that Henry Hinde is exactly that kind of school. It's an exciting time for us as we strive to build on our successes, and we are on the lookout for an individual who shares the commitment and resilience to support this goal.

We welcome visits to Henry Hinde prior to application because we are proud that:

- Our pupils are motivated and want to succeed
- The variety of opportunities both within and out of the classroom provides all pupils with the opportunity to develop their interests and skills in a wide range of areas
- We're part of a values-led schools' trust – Transforming Lives Educational Trust – and feel well supported by the care, support, and opportunities this gives our pupils, staff, and community.

If you want to be part of a dynamic team, contribute to our excellence, and have high aspirations for young people, then Henry Hinde School is the right school for you!

We look forward to meeting with you, so that you too can appreciate our wonderful school and its vibrant community.

Fleur Edwards
Principal

About the Role

Thank you for your interest in the position of Learning Support Assistant (LSA) at Henry Hinde School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Learning Support Assistants make the education of their pupils/students their first concern and are accountable for achieving the highest possible standards in work and conduct. Learning Support Assistants act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as Learning Support Assistants up-to-date and are self-critical; forge positive professional relationships; and work with others in the best interests of their pupils/students.

This is an exciting opportunity for...

- a talented and dynamic Learning Support Assistant who is;
- forward thinking and able to generate innovative ideas;
- committed to an experiential and creative approach to learning with high expectations of children's achievement and behaviour;
- a strong team player who thrives within a group of mutually supportive colleagues;
- committed to their own professional development.

We will offer you the opportunity to:

- work in a high achieving, popular and forward looking school;
- work with deeply skilled people who are whole-heartedly committed to the success of the whole team;
- develop your skills within a community who are deeply committed to improving the life chances of children and their families;
- develop professionally through individually tailored professional development.

The successful candidate will be able to communicate clearly and effectively with staff, pupils and parents. You will enjoy support and guidance from a friendly team who work together and aim to give the best possible educational experience for their students. The post is very rewarding and is ideal for people who have SEND experience and/or are looking to take their next step in classroom support.

The postholder is accountable for:

- Promoting inclusion and acceptance of all pupils/students, encouraging them to interact and work co-operatively and engage in learning;
- Promoting independence and development of self-esteem;
- Assisting in the personal, social, emotional development of pupils/students and development of self-esteem;
- Assisting with the development and implementation of IEPs/behaviour plans;
- Using specialist skills/knowledge/training to provide support in specialist areas;
- Working with pupils/students with complex special needs, monitoring and providing for general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs;
- Encouraging and reinforcing positive interactions between pupils/students working within any behaviour targets set;
- Monitoring individual/group achievements of key objectives and provide feedback to the teacher;
- Having an up-to-date understanding of the role and responsibilities of a level 2 post;
- Contributing to the overall ethos/work/aims of the school;
- Establishing constructive relationships and communication with other agencies/professionals, in liaison with the teacher.

The successful candidate will be able to show their support for:

- The curriculum;
- The pupils;
- The class teacher;
- The school

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Why work for Henry Hinde School?

- We are an Ofsted rated Good primary school committed to supporting all members of the school community to succeed
- We enjoy an excellent reputation in our local community
- You'll be working within a team of passionate, committed colleagues who genuinely support

each other, and as part of our Trust family of colleagues where the sharing of expertise in the norm.

- Excellent opportunities to professionally develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Henry Hinde School. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found at the end of this pack.

Job Description

Academy/College:	Henry Hinde School
Job Title:	Learning Support Assistant (LSA)
Contract:	Permanent Monday to Friday 08:30am – 3:45pm (33.75 hours) Term time plus 5 days
Salary:	NJC07 – 11 (£24,294.00 to £25,979.00 FTE) <i>Actual salary: £18,954.00 to £20,269.00</i>
Responsible to:	Vice Principal
Job purpose:	Learning Support Assistants make the education of their pupils/students their first concern and are accountable for achieving the highest possible standards in work and conduct. Learning Support Assistants act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as Learning Support Assistants up-to-date and are self-critical; forge positive professional relationships; and work with others in the best interests of their pupils/students.
MAIN ROLE AND RESPONSIBILITIES:	
<u>The postholder is accountable for:</u>	
<ul style="list-style-type: none"> • Promoting inclusion and acceptance of all pupils/students, encouraging them to interact and work co-operatively and engage in learning; • Promoting independence and development of self-esteem; • Assisting in the personal, social, emotional development of pupils/students and development of self-esteem; • Assisting with the development and implementation of IEPs/behaviour plans; • Using specialist skills/knowledge/training to provide support in specialist areas; • Working with pupils/students with complex special needs, monitoring and providing for general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs; • Encouraging and reinforcing positive interactions between pupils/students working within any behaviour targets set; • Monitoring individual/group achievements of key objectives and provide feedback to the teacher; • Having an up-to-date understanding of the role and responsibilities of a level 2 post; • Contributing to the overall ethos/work/aims of the school; • Establishing constructive relationships and communication with other agencies/professionals, in liaison with the teacher. 	

Curriculum support:

- Contributing to curriculum planning and evaluation and assisting in its implementation;
- Assisting in the delivery of lessons/sessions and interacting with the teacher and pupils/students as required;
- Undertaking agreed learning activities/teaching programmes, adjusting activities according to pupil/student responses;
- Supporting and using ICT in learning activities and develop pupils'/students' competence and independence in its use;
- Preparing, maintaining and using the equipment and resources required to meet the learning activities and assist pupils/students in their use;
- Undertake programmes linked to local and national learning strategies, recording achievement and progress and feeding back to the teacher.

Support for pupils:

- Supporting individuals or groups during independent / group work e.g. explain tasks, reinforce key objectives/ concepts or vocabulary, use practical apparatus, support less able pupils/students, extend/challenge more able, keep pupils/students on task, interested, motivated and engaged;
- Supporting the whole class for short periods;
- Delivering planned learning activities to larger groups of children following appropriate training and provision of resources;
- Supporting the preparation of and follow-up for educational visits and assist with their supervision, in accordance with an appropriate risk assessment and guidance;
- Helping pupils/students to develop communication skills;
- Identifying and reporting uncharacteristic behaviour patterns;
- Assisting with pupil/student supervision on trips off the premises, under overall guidance of the teacher;
- Using physical intervention strategies following training (e.g. Team Teach) if appropriate.

Support to teacher:

- Assisting with lesson/activity planning, delivery and evaluation;
- Undertaking marking of work under the direction and guidance of the teacher;
- Contributing to pupil/student assessment through observation and reporting;
- Recording information relevant to assessment and review of pupils'/students' progress
- Attending IEP and statement review meetings;
- Supporting implementation of strategies to manage pupil/student behaviour;
- Actively involved in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources;
- Undertaking routine and non-routine administrative tasks;
- Liaising with parents/carers, specialist teachers and other professional staff, share and provide information;
- Assisting with the development and maintenance of the outdoor classroom and its activities and extend outdoor activities with children, where applicable.

Support to the school:

- Understanding and complying with policies and procedures;
- Being aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop;
- Liaising effectively with parents/carers, participating in feedback sessions/meetings;
- Attending and participating in regular meetings and in training and other learning activities as required;
- Managing First Aid resources and administration of medicines (where appropriate) and First Aid

Other duties and responsibilities of a Learning Support Assistant:

Carry out other duties that the Head Teacher and/or line manager may reasonably request. Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: Learning Support Assistant
Responsible to: Vice Principal

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children, and young people, and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	<p>Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</p> <p>GCSEs at grades 9 to 4 (A* to C) including English and maths</p>	<p>Safeguarding</p> <p>First aid</p> <p>Manual handling</p> <p>Fire awareness</p>
Experience	<p>Experience of working with children including those with SEND</p>	<p>Experience of planning and leading teaching and learning activities (under supervision)</p>
Knowledge/Skills (Ability to)	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p>	<p>Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p>

	Understanding of roles and responsibilities within the classroom and whole school context	
Personal Qualities	Professional and confident Enjoyment of working with children Sensitivity and understanding, to help build good relationships with pupils A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding pupil's wellbeing and equality	

All posts within TLET are subject to pre-employment and vetting checks, including reference checking and enhanced disclosures checks with the Disclosure and Barring Service (DBS).

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

- **Position advertised:** 5th August 2024
- **Closing date:** 2nd September 2024
- **Final shortlisting:** 3rd September 2024
- **Final panel process:** TBC