



Glyn
School

**Learning Support
Assistant**

Dear Applicant,

Thank you for your interest in our vacancy. Glyn School is a comprehensive school for boys aged 11 to 16, and a successful mixed Sixth Form. Founded in 1927, we have a rich history of academic excellence, sporting prowess, artistic achievement and service to the community. The school carries the responsibility of being graded 'outstanding' by Ofsted in 2000, 2012 and again in 2023. In 2014 we were designated a Teaching School, one of a select number that represent the most outstanding and innovative practice nationally. We were also awarded SCITT status in 2015. Finally, we have the privilege and responsibility of being a founder member of GLF schools, a Multi Academy Trust (MAT) where the focus on collaboration, leadership and school improvement enables students to 'Grow, Learn and Flourish'.

Glyn School are seeking to appoint an additional Learning Support Assistant to join our friendly and supportive team within the SEND & Inclusion Faculty.

At Glyn School we hold high expectations of all our students in every respect. We aspire to provide students with an outstanding learning experience each and every day. Every decision that we make is centred on their learning and achievement as we seek to enable each one to meet and exceed their potential. Our incredibly dedicated and talented staff never give up on a student.

Glyn School's Vision



Glyn School inspires a love of learning and achievement that is founded on the virtues of integrity, kindness, respect and endeavour. Every person is highly valued and encouraged to achieve their full potential. Students are supported to develop and express their character, empowering them to positively contribute to their community. We are a values-driven school and thus our values underpin all we do.

Integrity and Respect - Integrity means 'doing the right thing, even when someone isn't looking'. A school community motivated by integrity and embodying a true understanding of respect and care for others is a successful school. We foster mutual respect between all members of our community and help students develop self-confidence and self-respect, so that they become well-rounded young people.

Kindness - Kindness is a type of behaviour marked by acts of generosity, consideration, showing assistance or concern for others, without expecting praise or reward. Our culture is positive and supportive, which increases students' sense of belonging and happiness towards their learning and school experience.

Endeavour - We nurture students to strive to achieve their true potential through perseverance, hard work and resilience. We place an importance on teamwork and developing independence, where all students are encouraged to embrace challenge, which leads to success and achievement.

Tenax propositi ulteriora peto: Firm of purpose I seek for nothing but the best.

We also continue to use the original school motto from 1927. This is an important part of our heritage and a reference point for our ethos and is proudly worn on the schools' blazers.

We firmly believe that colleagues who feel supported and valued impart their passion and enthusiasm to their students that ultimately sees the young people we teach make exceptional progress. We want you to enjoy working at Glyn School and we warmly welcome you to visit us and experience our vibrant, thriving and supportive atmosphere that makes Glyn the right choice for you.

Mrs Jo Garrod

Head of School

Mr Matt Duffield

Executive Headteacher

Job Title	Learning Support Assistant	Job Reference	GS-LSA-2906
Location	Glyn School	Travel required	No
Core purpose			
<ul style="list-style-type: none"> To complement the professional work of teachers by supporting students for agreed learning activities under supervision of teaching staff. This may involve delivering learning activities for individuals/groups enabling access to learning for pupils. Inputting into the monitoring of students' performance including assessing, recording and reporting on students' achievement, progress and development. To provide support for students, the teacher and the school in order to raise standards of achievement for all students (e.g. SEN, EAL, GT, all underachieving groups) and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life. Facilitate after school support and learning activities. 			
Key Accountabilities			
Support for Students			
<ul style="list-style-type: none"> Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities Set challenging and demanding expectations and promote self-esteem and independence Support students in lessons, small groups and 1:1 to enable students with specific learning needs to access their curriculum. Establish productive working relationships with students, acting as a role model and setting high expectations. Assist with the development and implementation of IEPs / Statement / EHCPs. Promote the inclusion and acceptance of all students within the classroom. Support students consistently whilst recognising and responding to their individual needs. Encourage students to interact and work co-operatively with others and engage all students in activities. Promote independence and employ strategies to recognise and reward achievement of self-reliance. Provide feedback to students in relation to progress and achievement, behaviour and attendance, etc. under the guidance of the teacher Provide feedback to students in relation to behaviour, attendance, etc. 			
Faculty / Department / Curriculum Support			
<ul style="list-style-type: none"> Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work Use strategies, in liaison with the teacher, to support pupils to achieve learning goals 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 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
- To provide administrative support as part of the administrative team, including: placing orders/requisitions using the PS Financials system; filing; copying; stock-monitoring; receiving and GRN (Goods Received Noting) orders for departments, photocopying, administration of coursework
- Supporting departments/faculties by liaising with teaching colleagues to plan and implement displays within classrooms and Faculty Areas, including examples of student work.
- Supporting departments/faculties by providing specialised support for learning and teaching within agreed lessons or with agreed students.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- 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
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life

Extra-Curricular

- Support the school with extra-curricular programmes/activities within scheduled working hours.
- Accompany school visits/trips as required.
- To undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast, lunchtime and after school enrichment and support sessions.

Examinations

- Support the internal and external examinations by providing invigilation support, 1:1 reading/scribing support as required to support the team of external dedicated invigilators.

Personal Development/Continuing Professional Development

- Fully participate in the school's appraisal process using Blue Sky system.
- Taking responsibility for own continued professional development – ensuring at least two PDP/Professional development activities a year.
- Evaluate own performance regularly.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

School Ethos

- Contribute to the overall ethos/work/aims of the school.
- Comply with and assist with the development of 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.
- Attending and participating in meetings scheduled in the school calendar punctually.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Duties are subject to change by negotiation and agreement with the school.
- Any other duties commensurate with the role as directed by the school.

Strengthening community

- Playing a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- Support the work of the PSA with school/extra-curricular events.

Safeguarding

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Job Title: Learning Support Assistant – Person Specification		
	Essential	Desirable
Professional and Experience		
Experience of working in an educational environment	√	
Experience of working in a school		√
Experience of working with children / students of relevant age	√	
Experience of working with students with additional needs		√
Experience of involvement in extra-curricular activities		√
A successful track record of improving outcomes for students		√
Knowledge and Skills		
ICT skills – Proficient in using Microsoft Excel, Word and PowerPoint	√	
ICT skills – Effective use of ICT to support learning	√	
Good understanding of assessment frameworks used to monitor and record student outcomes and progress	√	
Understanding of relevant policies/codes of practice and awareness of relevant legislation	√	
Understanding of child development and learning	√	
Ability to self-evaluate learning needs and actively seek learning opportunities	√	
Ability to plan effective actions for pupils at risk of underachieving	√	
Understanding of principles of child development and learning processes and barriers to learning	√	
Ability to plan effective actions for students at risk of underachieving	√	
Ability to relate well to children and adults	√	
Effective and clear communication skills	√	
Good administration skills	√	
Able to work to deadlines, use own initiative and keep line manager appraised	√	
Ability to liaise with regular class teachers providing feedback about student progress	√	
Ability to work independently, demonstrating initiative	√	
Receptive to new ideas, approaches and challenges	√	
Qualifications		

GCSE/ O Level C grade or higher (or equivalent) in Maths and English	√	
A level (or equivalent) qualifications		√
Qualifications or evidence of specialism in specific curriculum area or areas of particular learning difficulty		√
Training in relevant learning strategies e.g. literacy, bi-lingual, sign language, ELSA, ELKLAN		√
Evidence of continuous professional development	√	
Personal Attributes		
Pleasant and welcoming manner	√	
Excellent interpersonal skills	√	
Personal integrity and loyalty, remaining confidential at all times	√	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position with these	√	
Confident and calm approach	√	
Excellent interpersonal skills including forming effective professional	√	
Enthusiasm & drive for the role	√	
Ability to manage time and workload	√	
Proactive and forward thinking	√	
Ability to use initiative	√	
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Making an application

Please apply by the closing date shown in the online advert. In the event of difficulty, please email Shelley Anderson HR and Compliance Manager s.anderson@glynschool.org.

It is important that you explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications. If you have been shortlisted for interview, we shall contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements. If you do not hear from us, then you may assume that your application has been unsuccessful on this occasion, but we should like to thank you for your interest in working at Glyn School.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a high level of response. Therefore, we would recommend that you submit your application as early as possible.

References

When providing details of referees, applicants must provide two references. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live.

The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form.

Interviews

The interview process will include an interview and an activity and a school tour. Please note due to high numbers of interested candidates, we will only contact candidates whose applications are shortlisted to attend interview.

Safeguarding

Glyn School is fully committed to safeguarding. If you are invited for interview, you will be required to provide original documentation to prove your identity (e.g. passport, driving licence, P60/45) and original exam qualification certificates. Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration.

Data Protection

Should you be unsuccessful with your application the School will confidentially destroy your Application Form after six months of its submission. If you are successful in your application this information will be kept securely as part of your personal employment record.

Equality and Diversity

Applications are welcome from all sectors of the community. No job applicant will be treated less favourably because of his or her sex, race, colour, ethnic origin, age, marital status, disability, religion or belief, sexual orientation, or by any other condition or requirement that cannot be shown to be justified.