



Dame Alice Owen's School

NoR 1,450, Sixth form: 444

Ofsted: "An outstanding school", "Students achieve outstandingly well",
"Behaviour ... is excellent"

Learning Support Assistant Required as soon as possible

Permanent Post

**30 hours per week, term-time only
(Monday - Friday, 6 hours per day)**

Hours: 8.45am – 3.45pm, with one hour unpaid for lunch

**Salary scale: H3/5 – pro-rata actual annual salary £14,526
(based on £21,575 for the full-time equivalent post)**

Closing date: Noon, Monday 6th February 2023

Interview date: Friday 10th February 2023

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

The Governing Body of this highly successful, partially selective, mixed school invites applications for the post of Learning Support Assistant. We seek a highly motivated person to work with students with Special Educational Needs, joining our professional and friendly team. The successful candidate will provide support in and out of class across Key Stage 3 and Key Stage 4.

In the 2022 A level examinations, 44% of all grades were A* with 91% of grades being awarded A*-B. In GCSE examinations, students achieved a Progress 8 score of +0.73 and an average Attainment 8 score of 75.7 with 40% of all grades being a grade 9 and 95% of students achieving 5 or more grades 9-4 including English and Maths. SEN student performance reflects this high achievement and in 2022, 69% of SEN students achieved 5 grades of 5 and above including English and Maths.

The school is situated on an attractive 35-acre site in the Green Belt, has excellent facilities and is committed to an extensive programme of staff development. Central London is easily reached by rail from Potters Bar and the school is close to motorway links.

The Governing Body is committed to admitting the children of staff in line with our admissions procedures.

Please download our [Support Staff application form](#) from our website to make your application. Please note that applications cannot be considered unless the application is completed in full. We are not able to accept CVs for any posts based in school. To apply, please email your completed application forms together with a covering letter stating why you are well placed to take this position at our school to recruitment@damealiceowens.herts.sch.uk by **noon, Monday 6th February 2023**.



Dame Alice Owen's School

Dugdale Hill Lane | Potters Bar | Hertfordshire EN6 2DU

Headteacher | Mrs Hannah Nemko MA

T: 01707 643 441

F: 01707 645 011

admin@damealiceowens.herts.sch.uk

www.damealiceowens.herts.sch.uk

INFORMATION FOR APPLICANTS

Name of post: Learning Support Assistant
Location: Potters Bar, Hertfordshire
Closing date: Noon, Monday 6th February 2023
Interviews: Friday 10th February 2023

Thank you for your interest in applying to Dame Alice Owen's School. Though much of the information we have about our school is available on our website, we have put some key information together here to help you through the application process.

The school is committed to safeguarding children, young people and vulnerable adults. Please take time to read our Safer Recruitment and Safeguarding and Child Protection policies available in the vacancy section of our website.

The selection process includes scrutiny of the information provided in your application form and a request for references including a reference from your current/previous employer.

If you have any general enquiries about the recruitment process, or to arrange a tour or informal discussion about this position, please do not hesitate to contact Adam Wharton, Head of Learning Support, on 01707 643 441 x266 (whartona@damealiceowens.herts.sch.uk).

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Applicants shortlisted for interview must bring original evidence of their qualifications for verification. Applicants will be asked to complete a declaration regarding convictions and working with children as posts in schools are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All appointments are subject to a satisfactory enhanced Disclosure and Barring Service disclosure check.

Please email your completed application form together with a letter of application to recruitment@damealiceowens.herts.sch.uk by **noon, Monday 6th February**.

We look forward to receiving your completed application.

Hannah Nemko
Headteacher

About the school

Dame Alice Owen's School is a mixed, partially selective secondary school with over 1,440 registered pupils and a vibrant and highly successful sixth form. Our school was founded 400 years ago by Dame Alice Owen, a remarkable philanthropist with an unusually modern vision for education. She established the first school in Islington and as demand outstripped space, it moved to its current setting in the Hertfordshire countryside. Because of its roots and its close and important relationship with the Worshipful Company of Brewers, there are 20 places each year for 11 year old students from Islington. It also offers 65 places to the highest scoring applicants who sit the entrance exam each year and a further 10 places for the most talented or able musicians who apply for a place in Year 7. The remainder of the places in an annual cohort of 200 go to siblings, local pupils on the basis of proximity to the school and to those with priority need.

It is this combination of students and its truly outstanding record of achievement and added value that makes our school such a special place. It is oversubscribed by 5 applicants per place every year. Our dedicated staff, parents' association, governing body and school (staff and student) leaders constantly appraise and re-appraise the various aspects of school life, learning and achievement so we are never complacent. Our school faces the usual challenges of all educational establishments in the public sector, and ensuring that their impact is felt least by the students is a key objective.

We were delighted to be recognised as The Sunday Times Regional School of the Decade in November 2020; securing a place at Owen's has been described as "winning the lottery" in the Good School Guide and "the golden ticket" in Tatler. Our school benefits from some of the most able students in the country. Many of our school leavers from Year 13 have offers from top universities to choose from, including on average 20 places at Oxbridge each year.

Our Foundress left a number of fields in the then village of Islington to the care of the Worshipful Company of Brewers which now generate over one million pounds of additional income for the school annually, to support the school and especially the Sports Department. This creates a very special ethos and fosters the very positive staff working environment. The students and staff benefit from a number of traditions including Beer Money, staff awards and Visitation.

The Learning Support Department

Teaching Programme

You will be joining a school with very high expectations of its students and the learning support department very much subscribes to this ethos. We expect our students to be motivated, aspirational and want to work with us to overcome their challenges. In return we provide tailored support for our SEN students and have an open door to any problems or difficulties.

The team you will join

We are a good-sized department; consisting of teachers, teaching assistants, the SENCo and admin staff. Everyone working in the department aims to specialise in either a subject or area of SEN and there is an expectation that teaching assistants will want to further their knowledge, with the aim of providing the best support possible for all of our students.

Summary of extra-curricular activities

The school offers an impressive range of extracurricular activities including sport and music alongside more diverse options, such as Rubik's cube club and Dungeons and Dragons club. This is made possible by staff wanting to be involved and enjoying sharing a hobby or interest with others.

Job Description



Post Title: Learning Support Assistant
Responsible to: Head of Learning Support

Purpose of the Role

To support students with a range of special educational needs (SEN) within the curriculum, their pastoral provision and promote their wider inclusion in the life of the school.

Duties and responsibilities

Supporting the students with SEN:

- to actively encourage the development of students' independence, literacy and numeracy skills.
- to contribute to raising the achievement of students with SEN;
- to encourage acceptance and inclusion of students with SEN;
- to gain knowledge of a range of learning support needs;
- to develop an understanding of the specific needs of the students and to recognise the confidential issues linked with these students;
- to liaise with and work in conjunction with a teacher, including managing small groups;
- to take into account the learning support required to aid the students to learn as effectively as possible, both in group situations and on their own. For example, but not limited to, by:
 - clarifying and explaining instructions;
 - ensuring students are able to use equipment and materials provided;
 - motivating and encouraging students as required;
 - assisting in priority areas e.g. language, social interaction, reading, spelling, handwriting/presentation, etc.;
 - helping students to concentrate on and finish set work;
 - listening to other students' questions/points of view;
 - meeting physical/medical needs as required whilst encouraging independence;
 - ensuring that students have a written record of homework set in their diaries;
 - helping students to organise their bags and belongings effectively;
 - helping individual students to perform well on tests by reading questions/scribing answers for them in a separate room as required;
- to be aware of risk assessments and behaviour management plans for identified students, and to be able to assist teaching staff to implement these if necessary;
- to establish a positive and supportive working relationship with students and teaching staff;
- to encourage acceptance and integration of all students and their specific needs;
- to provide praise and promote the development of student's self-esteem.

General duties

- To be aware of whole school/departmental policies and procedures e.g. fire drill, health and safety, rewards and sanctions, reporting procedures, lines of communication.
- To attend relevant in-service training sessions.
- To check their email and the staff intranet for daily for details of teacher absence, lesson cover and room changes, which may affect students on the Learning Support register.
- To discuss, with subject teachers, any specific requirements for a lesson e.g. special test arrangements, practical sessions, specific needs of a particular section of a course.
- To share good practice within the Learning Support Department and the whole school.
- To provide regular feedback about students on the Learning Support Register to the Head of Learning Support or relevant teacher.

- To contribute to reviews of students' progress.
- To contribute to risk assessments and risk assessment reviews on students with SEN as appropriate.
- Any other tasks consistent with duties for the post as directed by or on behalf of the Headteacher.



Person Specification

Personal	Desirable / Essential
A friendly manner and good sense of humour	E
Ability to maintain a professional manner in challenging situations	E
Ability to work as a team and alone	E
Approachable, friendly, helpful and able to find solutions	E
Ability to take direction and to use own initiative when required	E
Calm, unflustered manner	E
Flexibility	E
Has natural authority, the ability to motivate and encourage students and gain their respect	E
Has patience and the capacity to remain calm and cope with unexpected and stressful situations.	E
Reliable	E
Resourceful, patient and resilient	E
Committed to improving their own practice	E
Experience	
Experience of working with young people	E
Experience of working with students with Special Educational Needs	D
Experience of working in a school	D
Specialist skills and knowledge	
Ability to deliver individual education programmes for and to students with specific needs.	E
Excellent oral communication skills with ability to clarify and explain instructions	E
Active listening skills	E
Has strategies to engage students across the ability range	E
Ability to work on a one to one basis and with small groups	E
Ability to build effective working relationships with students, teachers and support staff	E
Understanding of the wide range of difficulties students can experience in school	E
Understanding and commitment to equality of opportunity for all	E
Understanding of the responsibility for promoting and safeguarding the welfare of children and young people within the school	E
Professionally discreet and able to respect confidentiality at all times	E
Education	
Good level of literacy and numeracy	E
5 GCSEs or equivalent including grade C in English and Maths	E
Degree level qualification	D