



# Toynbee School

Bodycoats Road  
Chandlers Ford  
Eastleigh  
Hampshire  
S053 2PL

Appointment  
of  
Learning Support Assistant - EAL

**Contact Details:**

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## **APPLICATION DETAILS**

I have enclosed with this pack the following details:

- A job description
- Personal competencies for the role
- Letter from the Headteacher

An application form (support staff) is available to download from Toynebee School website. See link: [www.toynebee.hants.sch.uk/recruitment](http://www.toynebee.hants.sch.uk/recruitment)

## **Employment Checks**

Employment checks will be undertaken to establish positive outcomes in the following areas dependent upon role:

1. Personal Identity
2. Right to Work in the UK
3. Police check/Enhanced Level Disclosure and Barring Service Check  
(previously CRB disclosure)
4. Employment History
5. Qualifications
6. Health
7. References

## **Equal Opportunities Statement**

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider.

This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

Our staff are encouraged to demonstrate their commitment to equality by taking active steps to: eliminate discrimination, promote equality of opportunity and promote good race relations.

## Toynbee School Job Description

<b>Post</b>	Learning Support Assistant – EAL Coordinator	<b>Current Post Holder</b>	
<b>Allowance/ Scale</b>	EHCC Grade C	<b>Date Reviewed</b>	
		<b>Signed</b>	

### Accountability:

The Learning Support Assistant will be responsible to

1. Headteacher
2. Senior Leadership Team
3. SENCO/ Deputy SENCO

**Job Purpose:** To co-ordinate the provision of support for pupils who have English as an additional language, under the direction of the SENCO/ Deputy SENCO. In addition, to provide support to pupils in lessons and support the SENCO/ Deputy SENCO with administrative tasks which are fundamental to successful organisation of provision under the SEN Policy.

### Profile and Responsibilities: (Local specific from job profile)

1. In conjunction with the SENCO/ Deputy SENCO co-ordinate the provision of support for pupils on the EAL register
2. To deliver interventions to pupils with EAL and measure the impact against outcomes.
3. To ensure that accurate records of interventions are entered onto CPOMS.
4. To be aware of a range of strategies for meeting the needs and specific targets of pupils selected for intervention.
5. To provide an effective safe place for pupils to raise any concerns.
6. To actively contribute to the monitoring and identification of pupils with EAL and the co-ordination of a programme of support.
7. To liaise with senior leaders in order to signpost parents/carers to external agencies as required.

8. To liaise with outside agencies, in particular EMTAS, and parents in order to fully support pupils with EAL needs; this will include contacting and liaising closely with outside agencies, attending meetings and developing school practice in the light of external changes and demands.
9. To work closely with the SENCO to oversee transition work identified pupils.
10. To support the needs of the EAL pupils during unstructured times within the school day.
11. Advise SENCO/ Deputy SENCO /Guidance Managers and other staff of any relevant issues or difficulties that arise.
12. Ensuring that the Child Protection and Safeguarding policy is followed for all safeguarding concerns.
13. To provide after school support sessions for EAL pupils, as required.
14. Support in the classroom for targeted pupils in all areas across the curriculum, under the direction of the class teacher and through on going dialogue as per Learning Support Assistant job role.

**The job description should be read in conjunction with the 'Learning Support Assistant' Job Description. All elements of the 'Learning Support Assistant' Job Description apply to the post-holder.**

## Learning Support Assistant – EAL: Personal Competencies:

- Ability to motivate pupils.
- Sensitivity to individual pupil's difficulties.
- Consistency and fairness of approach.
- Organised, but flexible in approach.
- Integrity and ability to maintain confidentiality.
- Appropriate use of humour.
- Good attendance and timekeeping.
- Ability to work as part of a team and show own initiative.
- Ability to write concise, objective reports.
- Good command of English and Maths.

## Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering applying to be a Learning Support Assistant - EAL at Toynbee School. We are proud to be a holistic and inclusive school that promotes the highest expectations of our pupils. It is an exciting time in our development as a school and we are determined to further improve on our journey to become "outstanding". We are proud of our successful OFSTED inspections in 2015 and 2019, however, we are never complacent and know that there is always more we can do to improve Toynbee for pupils, staff and the wider community. Our pupils know that they are at the centre of all we do and as a result they play a significant role in shaping the school's improvement.

Toynbee is a friendly school with a strong reputation in the local neighbourhood for excellent results and delivering on its 'Personal Best ethos'. Our parents have described the school as "a gem in Chandler's Ford", and our pupils' aspirations and dreams for their future are the central focus of our work here. We believe that only through full participation in school life can our pupils become the most incredible person they can be. We want them to thrive and develop their potential through every opportunity offered to them, both within and beyond the classroom. Our pupils can enjoy exceptional teaching, with friendly and respectful support alongside some of the best extra-curricular provision the County has to offer.

Our academic curriculum is traditional and there is plenty of choice for all pupils' talents to be recognised. We pride ourselves on finding flexibility for individuals' needs and whilst this is provided for across the schools' academic and extra-curricular activities, it is especially evident in our Visually Impaired Resource Centre that supports VI pupils across Hampshire and beyond.

When pupils join Toynbee they are put into one of four houses and it is through our House System that pupils are given the chance to earn rewards, achievement points and enter inter-house competitions, which both reinforce and celebrate the gifts and talents of our pupils.

Alongside the impressive exam results our pupils achieve; we want them to grasp every opportunity to learn a new skill or participate in an event which stretches and enriches them. We believe that opportunities taken open doors and develop the whole person. None of this could be achieved without our excellent Guidance Support Team who enable our pupils to flourish and grow in confidence and ability during their time with us.

If you are ready for the next challenge in your career, and would like to be part of this dynamic, exciting journey, we look forward to receiving your application.

Yours sincerely,

Matthew Longden  
Headteacher