

# **Candidate Pack**



## **Learning Support Assistant**

### **Kings International College**

#### **An 11 – 16 School**

#### **Judged as Good**

#### **Ofsted 2022**

“This school is a diverse and caring community. Pupils enjoy coming here. Staff have ‘uncompromising aspirations’ for pupils to be the best that they can be.” Ofsted 2022



## **Our Vision Statement**

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

## **Candidate Information**

<b>Job Title:</b>	Learning Support Assistant
<b>Responsible to:</b>	SENDCo
<b>Salary:</b>	S3 £19,313 FTE (£13,462 pro rata)
<b>Commencement Date:</b>	ASAP

## **Contents**

The aim of this pack is to give you a flavour of Kings International College and to help you decide if you wish to apply for this role. If you would like any further information, or wish to arrange a tour of the school prior to applying, please contact [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk)

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## **Information about the College**

Kings International College is a mixed comprehensive 11-16 school located on an attractive, accessible site in North West Surrey. We currently have approximately 750 students and our numbers are still growing. As a relatively small secondary school parents, students, governors and staff all value our strong sense of community.

We are proud of our recent Ofsted inspection. Whilst we would encourage you to read the full report, please find below some quotes;

*Pupils learn important life skills, developing the Kings values such as integrity and respect through engaging activities such as the school magistrates' society.*

*Staff share the desire to improve and say that this, coupled with a genuine care for pupils and each others wellbeing, make this a happy place to work.*

*Careful identification of the needs of pupils with special educational needs and/or disabilities (SEND) means that they get off to a strong start. Leaders help teachers plan effectively to enable pupils with SEND to embrace the curriculum fully. Teaching assistants support learning effectively.*

Feedback to Ofsted from parents included;

*'The pastoral care and support for my child and our entire family when it is needed is fantastic'.*

*'This school nurtures all aspects of the child, creatively, intellectually and emotionally.'*

During their time at Kings International College their Head of Year and their tutor will oversee their academic and pastoral needs. We also have a welfare officer who works closely with students as required.

Behaviour in the school is very good and strong systems are in place to maintain expected standards. The College has an 'Inclusive Learning Centre' which helps a minority of students with various needs to reintegrate or to secure regular attendance.

Each year the College selects a student leadership team who lead the student body. There is a strong Student Council which reports to the Governing Body and SLT.

### **Extra-Curricular Activities**

Staff go the extra mile to provide students with a rich programme of extra-curricular activities. We have business and education links with Wellington College, Surrey University, Farnborough 6<sup>th</sup> Form and Bank of America to name a few.

### **Staffing**

The College's Senior Leadership Team consists of the Headteacher, Deputy Headteacher, four Assistant Headteachers and the School Business Manager.

The school has a strong team of Middle Leaders in its Heads of Department, Curriculum Leaders, Heads of Year and Heads of Key Stage.

The support staff are well qualified and committed to the vision and values of our College.

## Vision statement

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

We will achieve this through:

- High quality, inspirational and innovative teaching and learning.
- Inspirational and accountable leadership at all levels.
- Consistently high academic standards and expectations for every individual.
- Creative, exciting and memorable experiences inside and outside the classroom.
- A safe, secure and caring environment in which to work and learn.
- First class resources and state of the art facilities to support learning.

We want students to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life.
- Enjoy their time at school and be recognised as individuals.
- Develop good relationships and lasting friendships celebrating diversity.
- Acquire the skills, commitment and resilience to become successful, independent life-long learners.
- Take responsibility for leading themselves and others.
- Receive recognition and praise for their efforts and achievements in all areas of school life.
- Be active members who contribute to the school and wider community.
- Accept hard work and discipline as requirements for success.

We want staff to:

- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Feel trusted and empowered to take risks in the classroom.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Participate in, contribute to and benefit from partnerships beyond the school.
- Be a cohesive group with time and opportunities to develop partnerships and relationships with others within school.
- Enjoy their work and find it fulfilling.

## Values

We are a values driven school and our core values should be at the forefront of all that we do. These values were decided upon through consultation with staff, students, governors the definitions of them were articulated by the students.

Our values are:

**Aspiration** – wanting to be the best you can be with passion, enthusiasm and commitment

**Community** – working together and supporting each other to ensure we can all do our best

**Integrity** – honestly doing the right thing even if no one ever knows.

**Respect** – accepting and valuing our differences with courtesy and consideration

**Responsibility** – doing the things you are expected to do and accept the consequences or results of your actions



Dear Applicant,

On behalf of all our students and staff, I would like to thank you for taking an interest in the post of Learning Support Assistant at Kings International College.

Kings International College is a comprehensive 11-16 school. It is a school where knowledgeable and passionate staff believe that with great teaching all young people can aspire to and achieve the highest possible standards. I joined the school as Headteacher in January 2018 with high ambitions. I am proud that Ofsted have recognised the improvements that we have made despite the challenges of the pandemic and have confirmed that Kings International College is a Good school in all areas. Our staff body remains ambitious with high aspirations for both ourselves and our students.

The successful candidate will join our Accelerated Learning team and help support our students to meet their full potential academically and personally.

At Kings we offer students of all abilities and interests an opportunity to be part of a school community that puts student learning at the heart of every decision that we make. Underpinning our success are the excellent relationships between staff, students and parents. These are based on mutual respect and a strong commitment to high expectations and challenge. Our students are happy, feel safe and enjoy coming to school and our staff offer a high level of care, guidance and support which enables them to thrive.

We have a well-established programme for newly appointed staff which enables them to settle into the College routine quickly and effectively. We expect all staff to be pro-active in their professional development and fully participate in our inset training days.

Our pastoral provision is effective, essential to the well-being and progress of our young people and fundamental to high levels of achievement. In addition to the leadership team, a well-trained safeguarding team of 8 individuals support students' needs.

The College is fully staffed, not least because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations.

The enclosed Job Description summarises the main responsibilities of the post. I hope the information supplied in this pack describes your type of school; if so your application is most welcome. I am proud of our school and I would actively encourage you to visit us to discover for yourselves the growing sense of excitement about the opportunities we can offer local young people to learn and succeed. If you would like to visit us before applying or before attending an interview, then please email [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk) to arrange this.

To apply, please complete the application form – C.V.s are not required. Application forms are available via the website: [www.kingsinternational.co.uk](http://www.kingsinternational.co.uk). Electronic applications are welcome, please send them to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk).

Thank you for your interest in this post and I look forward to reading your application.

Yours sincerely

Jo Luhman  
Headteacher

## Role Profile

### Part A - Grade & Structure Information

Job Family Code	3CLES	Role Title	Learning Support Assistant L1
Grade	S3	Reports to (role title)	SENCo
JE Band	114-134	School	Kings International College
		Date Role Profile was created	28.01.19

### Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>To supports the class teacher with their responsibility for the development and education of children in schools, which may include pupils with special needs.</p> <p>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.</p> <p>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.</p>
Work Context	<p>Working in a mixed comprehensive secondary school (11 to 16) the post holder will support students across the age range.</p> <p>The post holder may be required to support transition activities working with children from Primary Schools.</p> <p>The Post Holder may be required to undertake a weekly duty supervising students during a break or lunch time in the social areas of the school.</p>
Line management responsibility if applicable	NA

<b>Budget responsibility if applicable</b>	<b>NA</b>
<b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family	<p><b>Support delivery</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use of relevant tools/equipment.</li> <li>• Carry out routine tasks to organise and maintain the learning environment.</li> <li>• Ensure all well being, behaviour and personal development of pupils.</li> <li>• May carry out personal care routines as appropriate.</li> <li>• May be required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).</li> </ul> <p><b>Planning and Organising</b></p> <ul style="list-style-type: none"> <li>• Plan own set tasks within the day</li> <li>• Ensure materials and equipment are available as and when required.</li> <li>• May be required to contribute with activity planning.</li> <li>• Analysis, Reporting and Documentation</li> <li>• May need to make records of activities/observations for further submission to supervisor as per instructions.</li> </ul> <p><b>Work with others</b></p> <ul style="list-style-type: none"> <li>• Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary.</li> <li>• Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures.</li> <li>• Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site.</li> </ul> <p><b>Duties for all</b></p> <p><b>Values:</b> To uphold the values and behaviours of the organisation.</p> <p><b>Equality &amp; Diversity:</b> To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p><b>Health, Safety &amp; Welfare:</b> To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p><b><u>The Core National Standards for Supporting Teaching &amp; Learning:</u></b></p> <p>To understand and carry out role in line with agreed standards, expectations &amp; qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>



<b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Basic numeracy and literacy e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level.</li> <li>• Able to work towards Vocational Qualifications Level 1 or equivalent experience in relevant field.</li> <li>• Basic understanding of Health and Safety regulations, procedures and the principles of equality and diversity.</li> <li>• Basic IT skills</li> <li>• Ability to operate basic equipment.</li> <li>• Good listening skills and enthusiasm to learn.</li> <li>• Accuracy and ability to follow instructions.</li> <li>• Ability to fulfil all spoken, written and comprehension aspects of the role with confidence through the medium of English in all public facing roles.</li> <li>• May be required to undertake manual handling and physically demanding work.</li> <li>• May be required to undertake first aid qualifications</li> </ul>
<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	<ul style="list-style-type: none"> <li>• Numeracy and literacy skills equivalent to GCSE grade C in maths and English or adult skills qualification in literacy and numeracy at level 2</li> <li>• Able to engage with young people in a positive way</li> <li>• Good interpersonal and communication skills so as to relate effectively to and earn the confidence of staff, pupils and parents</li> <li>• Good sense of initiative and self-motivation</li> <li>• Good Team worker</li> <li>• Experience of working with young people in a work, voluntary or domestic setting</li> <li>• Training in pushing wheelchairs would be an advantage</li> </ul>
<b>Role Summary</b>	<p>Roles at this level provide support in a defined area using play equipment, powered tools and equipment. They perform a limited range of well-established routines within basic procedures under regular supervision. They are generally practical roles but require some previous work experience. The work is typically to daily deadlines; some organising of their own workload may be required but timescales will be hour-to-hour and day-to-day. The nature of planning in these roles is development and supervision to meet children learning needs.</p>



### How to apply

Your completed **application form** and **Statement of Application** should be submitted electronically to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk) by the closing date stated on the advert.

All received applications will be acknowledged electronically. Candidates will not receive any further communication unless they are shortlisted.

In compliance with Safer Recruitment, CVs will not be accepted.

Appointment is subject to pre-employment screening: medical clearance, two satisfactory references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence of this.

**Closing Date for Applications:** 9am 20<sup>th</sup> February 2023

**Interview Date:** TBC

**\*Variable Deadline:** We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people 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;
- attitudes to the use of authority and maintaining discipline.

*Kings International College is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake a disclosure check by the Disclosure and Barring Service at an enhanced level for this post.*

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