



Queen Elizabeth Grammar School Penrith



Application pack for Learning Support Assistant

Queen Elizabeth Grammar School Penrith

Ullswater Road, Penrith, Cumbria CA11 7EG



Telephone: 01768 864621
reception@qegs.cumbria.sch.uk
www.qegs.cumbria.sch.uk

Headteacher: Paul Buckland M.A.

June 2021

Dear Candidate

This post has come available as a result of new pupils joining the school who require particular one-to-one support.

You will be working with a very experienced and dedicated team of specialists in our outstanding Special Educational Needs Department, which gives much appreciated support across the school to a wide range of students.

We welcome applications from anyone who feels they can meet the requirements of the enclosed Job Description and Person Specification and who will enjoy working in a busy school environment. Experience in Specialist Visual Impairment Learning Support is desirable but not essential.

Before applying, please have a look at our website www.qegs.cumbria.sch.uk which I hope will give you a taste of the ethos and atmosphere of the school.

I look forward to receiving your application.

Yours faithfully

Mr Paul Buckland
Headteacher





Queen Elizabeth Grammar School Penrith

A mixed selective academy
Roll: 954 including 230 in the Sixth Form
Ofsted: Outstanding in every category

Learning Support Assistant

1 Year Initial Contract

Full Time / Term Time Only

(Part Time / Job Share will be considered)

NJC Scale 2, Point 3 - £18,562 (pro rata)

An opportunity has arisen to join our dedicated team of specialists in our outstanding Special Educational Needs Department, which gives much appreciated support across the school to a wide range of students who require particular one-to-one support. Experience in Specialist Visual Impairment Learning Support desirable but not essential.

We are committed to safeguarding and promoting the welfare of children. The post is subject to an enhanced DBS check and satisfactory references.

To start September 2021

Deadline for all applications: 9am, Monday 28th June 2021

Application packs and forms via our website www.qegs.cumbria.sch.uk or from the Head's PA, Miss Lucy Murray secretary@qegs.cumbria.sch.uk



Queen Elizabeth Grammar School Penrith

Job Description for Learning Support Assistant for a Pupil with Special Educational Needs

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Term of Contract:	1 year initially. Conditional on pupils with EHCP remaining at QEGS and the Plan continuing.
Hours:	Full time / term time only
Purpose of post:	To support pupils with EHCP's. To also support other SEND children as required.
To whom responsible:	Assistant Head (Student Welfare)
Line Manager:	SENDCo

Responsibilities

The Learning Support Assistant's (LSA) main role is to provide support for pupils with additional needs. The LSA will ensure that pupils can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Supporting the pupil

1. Provide learning support for pupils in class or in withdrawal situations, either 1:1 or in small groups.
2. Develop knowledge of the particular needs of named children and seek advice from SENDCo and the class teacher.
3. Aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required eg. worksheets, games, visual prompt cards etc.
4. To make or modify resources as suggested and advised by SENDCo, Educational Psychologist or other outside agencies.
5. To be involved in the planning and preparation of the day-to-day class activities.
6. To organise and maintain an inclusive learning environment both in the classroom and outside.
7. Support pupils to engage socially.
8. Motivate and encourage pupils to participate in activities they may be unsure of.
9. Provide positive reinforcements, praise and rewards.
10. Facilitate inclusion in small group activities with peers and support interaction between them.
11. To attend in-service training and meetings relevant to the post in order to keep up-to-date with developments in working with children with special educational needs.
12. Provide support and facilitate interaction with peers in the classroom and around school.



Supporting the SENDCo and the Class Teacher

1. Work as part of the team to ensure that the well-being and personal development of pupils enhances their learning opportunities and life skills.
2. To attend planning meetings with SENDCo and class teachers to develop learning programmes and to assist in the delivery of the IEP's on a daily basis to promote learning, behaviour and communication skills.
3. Provide regular feedback to the class teacher, SENDCo and relevant outside agencies about pupils' difficulties and progress.

Supporting the school

1. To foster links between home and school.
2. Participate in relevant professional development as deemed appropriate for the needs of the children.
3. To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability, discrimination and special educational needs.
4. Maintain confidentiality and sensitivity to pupils' needs.
5. Carry out duties as directed by SENDCo or the Headteacher.



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Person Specification for Learning Support Assistant

Qualifications

- Equivalent of at least five GCSEs at A*-C, including English and Mathematics.

CPD

- Evidence of in-service training.
- Enthusiastic to develop and extend further own skills and expertise.

Knowledge and experience of supporting learners in some of the following areas would be desirable:

- Experience of working with students with Type 1 Diabetes.
- Visual impairment and Braille.
- Experience of working with children and young people with ASC and attachment disorder.
- Experience of working with students with SEMH and a multi-sensory approach to learning.
- Experience of working with children and young people with problems in communication and interaction.
- Experience of teaching in a primary or secondary school environment.

Skills

- IT skills: a competent user of Word and Excel database and information management systems (SIMS, in particular) for record and data keeping etc.
- Ability to prioritise and organise tasks effectively paying meticulous attention to detail.
- A flexible and adaptable child-centred approach.
- Able to work independently, show initiative and have a creative and imaginative approach to supporting young people with special needs.
- Able to liaise closely with, and relate well to, a variety of colleagues at different levels including senior members of staff, teachers, fellow learning support staff, other support staff, and parents.

Educational Philosophy

- Supportive of selection and an academic curriculum.
- Supportive of the aims of Queen Elizabeth Grammar School, which are:
 1. to build upon its tradition of academic excellence encouraging students to strive for the highest levels of achievement and to maximise their potential
 2. to take full advantage of its small numbers to provide a caring environment in which the individual pupil's personality and abilities are valued and fostered
 3. to provide an environment in which creativity, enterprise and initiative are encouraged, promoting social, artistic and sporting activities to develop pupils' interests and talents
 4. to do its best to ensure that pupils leave this school to embark upon higher education or employment confident in their skills and learning and fitted for useful, active citizenship
- Values the importance of developing the whole child through the provision of additional opportunities which enhance the curriculum.

Personality

- Out-going, confident, energetic and willing to be involved in all aspects of school life.



- Tactful, diplomatic and discreet with an understanding of issues requiring absolute confidentiality.
- Good personal organisation, ability to work under pressure and a sense of humour, which can be maintained even on a Friday afternoon when it has been a busy week!



Queen Elizabeth Grammar School Penrith

School Strategy

Vision

To prepare our students to succeed in tomorrow's world by providing a secure, challenging learning environment, a rigorous academic curriculum, high expectations, and best practice in teaching, learning and technology enhanced by wide-ranging, extra-curricular opportunities and outstanding pastoral care.

Aims

1. The school aims to build upon its tradition of excellence in terms of both academic and personal achievement. Pupils will be encouraged to strive for the highest levels of achievement to maximise their potential.
2. The school aims to take full advantage of its small numbers to provide a fully inclusive and caring environment in which the individual pupil's personality and abilities are valued and equality and diversity are celebrated.
3. The school will provide an environment in which resilience, creativity, enterprise and initiative are encouraged. Social, artistic and sporting activities will be promoted to develop pupils' interests and talents.
4. The school will do its best to ensure that pupils leave this school to embark upon higher education or employment confident in their skills and learning and fitted for independent, active citizenship. Pupils will respect and care for others and value and protect the environment.

Queen Elizabeth Grammar School will

1. Raise the standard of achievement of all students;
2. Ensure that every child enjoys high quality education in terms of resourcing, tuition and care;
3. Be a reflective, self-evaluative and improving organisation;
4. Provide value for money for the funds expended;
5. Establish and maintain a collaborative partnership with parents, other schools, institutions of higher education, business, industry, commerce and other stakeholders;
6. Conduct its business with the highest standards of integrity, probity and honesty.

