



Royal Greenwich
Trust School



Candidate Information Pack

Learning Support Assistant

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success



“ Providing transformational educational opportunities for all children...”



Learning Support Assistant Royal Greenwich Trust School

University Schools Trust

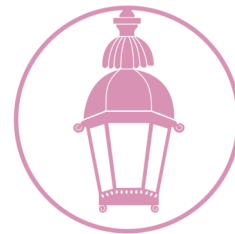
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 515

or email Recruitment@rgtrustschool.net.

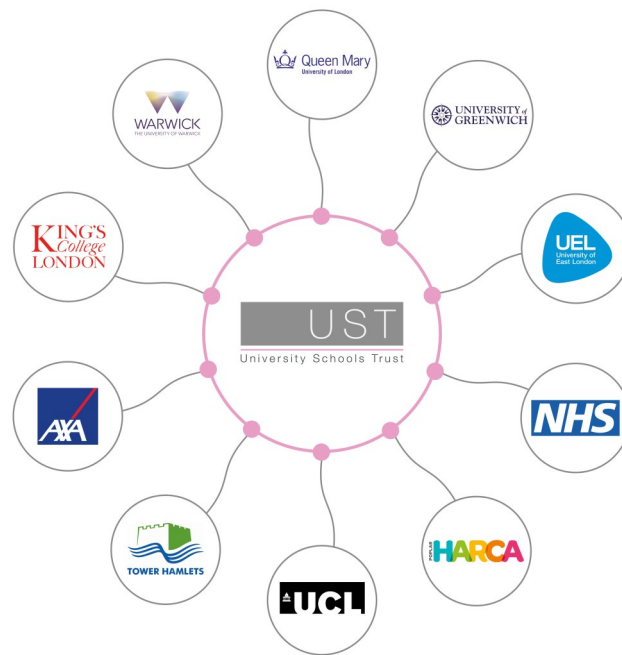
Caroline Toye

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

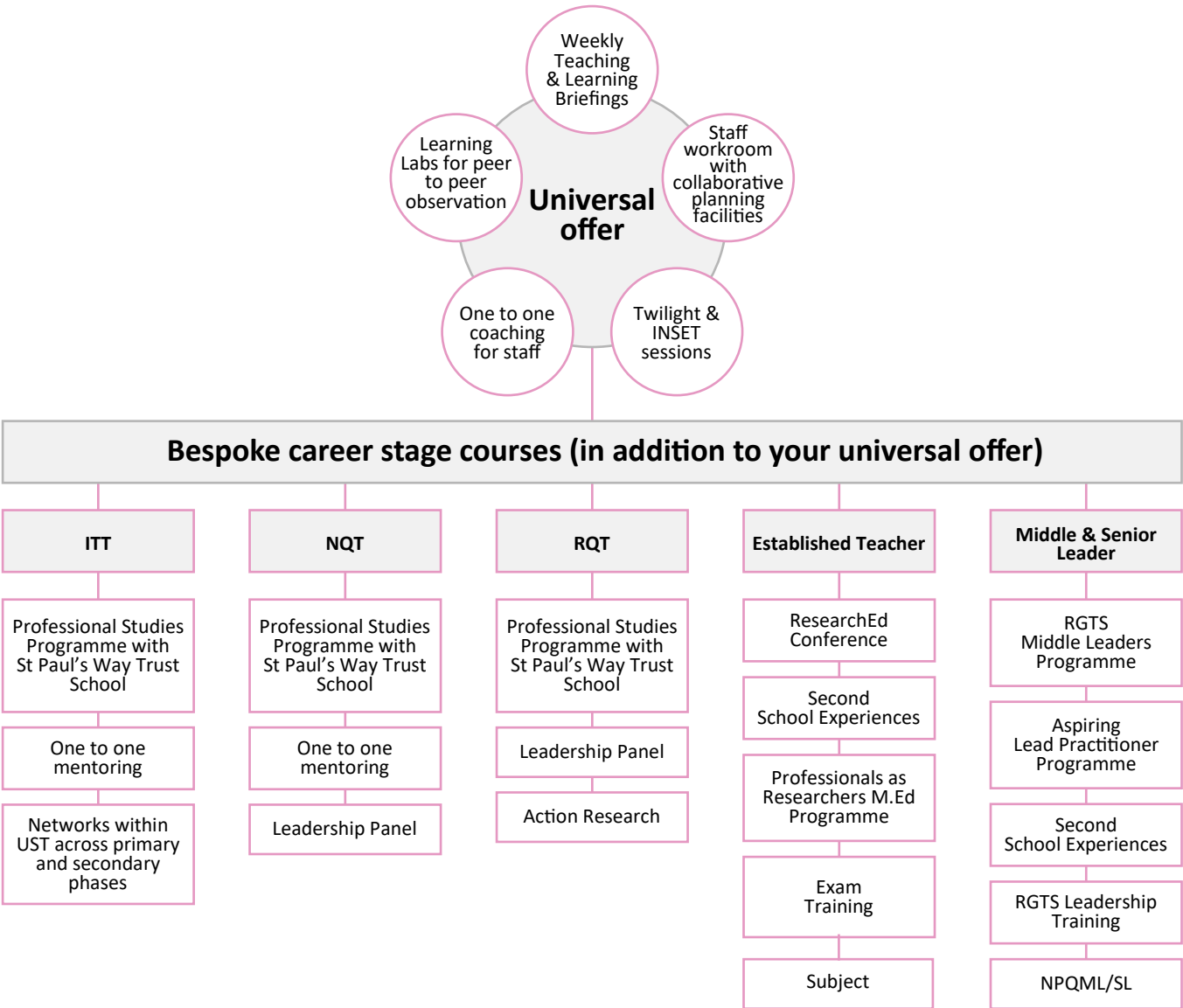
www.ust.london/444/school-of-education

Continual Professional Learning

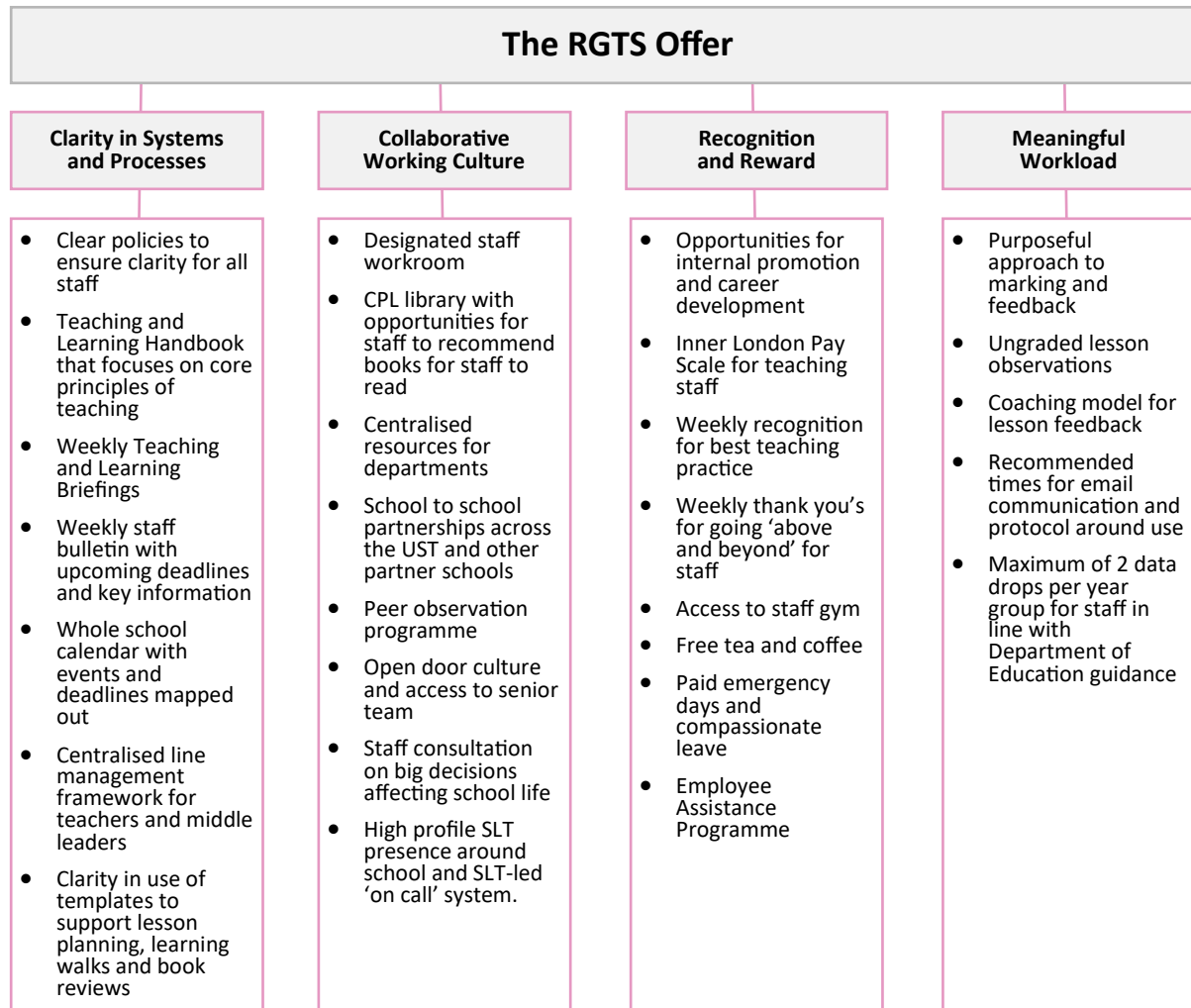
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches



Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Learning Support Assistant
Location:	Royal Greenwich Trust School
Responsible to:	SENDCO
Full/part time:	Full time (35 hours per week), Term Time only (39 Weeks per year)
Grade:	Scale 4* £23,400 - £24,684 pro-rata, actual salary £20,305 - £21,420 per annum

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

Main purpose of this role

To increase the rate of student progress across faculties by adding to the capacity of colleagues to deliver good and outstanding lessons.

To provide support for students with a variety of SEND and staff in order to raise standards of achievement for all students, to encourage students to become independent learners, to ensure their safety and welfare and to support the inclusion of students in all aspects of school life.

Responsible for: In and out of class Learning Support

SPECIFIC RESPONSIBILITIES

- To work as directed by the Head of Faculty/SEND/CO and under the supervision of the class teacher, with individual students with SEND and small groups, introducing tasks, monitoring students' work and using a range of strategies to support their learning.
- To help all students to access the full curriculum, and to promote independent learning.
- Use specialist knowledge and skills to develop the Literacy and numeracy skills of students.
- To observe students' progress, and to provide the class teacher with support in assessing student progress.
- To help prepare and maintain a purposeful, orderly and supportive environment for learning.
- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SEND/CO.
- To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, and other intervention programmes as directed.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- To be aware of the learning needs of individual students, and to personalise work to meet those needs, contributing to their Student Passports as necessary.
- To provide targeted support to individuals and groups, including those students with EAL or AEN.
- To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
- Meet regularly with the class teacher to discuss student progress and to plan and review support
- To attend formal meetings during contracted hours to discuss students' progress with parents and other professionals as part of the relevant staff group.
- To support the school's aims and ethos.
- Respect the confidentiality of student information and respond sensitively to students' needs, maintaining an awareness of particular learning and physical needs of the students you support at all times.
- To undertake care tasks as appropriate related to student's physical welfare in accordance with LA guidance and procedures.
- To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
- To support the HoF / SEND/CO in Faculty administration as required including maintaining individual and group records e.g. SIMS Provisions.
- To accompany students and teachers on educational visits and trips during contracted hours, being responsible for students' safety and engagement in learning activities.
- To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
- To keep appropriate records of students' progress and lesson and to contribute towards Student Passports, Annual Review etc.
- To be the key worker for identified students.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents/carers and wider community, the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust, where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety Policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents/carers, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional Requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities Policy and Use of ICT Policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The postholder will be line managed and appraisal managed by: SENDCO

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Postholder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> • GCSE English and Maths Grade 4 or above/A*- C (or equivalent) • NVQ Level III or equivalent • The ability to work as part of a team • The ability to communicate effectively with individuals and groups of students, teachers, parents and other members of staff • The ability to establish and maintain effective working relationships with teachers and other members of staff • The ability to accept guidance and direction from teachers • The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher • The ability to keep written records and support the development of students' literacy and numeracy skills with confidence • A willingness to undertake training to ensure that the roles are effectively carried out
Experience and Knowledge	<ul style="list-style-type: none"> • Experience of establishing successful learning relationships with a variety of students at the relevant age • Ability to help implement the necessary routines and patterns to establish good behaviour management within the school
Characteristics/ Attributes	<ul style="list-style-type: none"> • A commitment to the LA's Equal Opportunities Policy • Genuine passion and belief in the potential of every student • A helpful, positive, calm nature • A commitment to ensuring every student achieves his or her very best • Able to deal with minor incidents, first aid and the personal health and hygiene of students • A satisfactory Enhanced DBS disclosure

Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current/most recent employer.

Deadline for applications to be received is **Thursday 13th October 2022, 9am.**





Royal Greenwich Trust School

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E Recruitment@rgtrustschool.net
W www.rgtrustschool.net/recruitment

