



Salmons Brook School

Improving the quality of children's lives by developing their potential



LSA

Permanent/ Full Time

Start: January 2025

Headteacher: Andrew Lloyd

Telephone: 020 3089 5900

Email: office@salmonsbrook.edact.org.uk

Website: www.edact.org.uk

Salmons Brook School: Bell Lane, Enfield EN3 5PA

About EdAct



<https://www.edact.org.uk/>

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and Salmons Brook School (SEMH) and the Konrad Halls Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us, you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter
Chief Executive



About Salmons Brook School



<https://www.edact.org.uk/>

Salmons Brook School is a mixed special school, which caters for young people with social, emotional and mental health (SEMH) needs.

Our students' primary need will be SEMH and some may have co-occurring needs in one or more of the following areas: communication and interaction; cognition and learning; sensory and/or physical needs.

Our vision and core purpose is **improving the quality of children's lives by developing their potential.**

We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Our aim is that all students at Salmons Brook:

- Engage and grow together as part of an inclusive Community, rooted in fairness.
- Develop secure and lasting Relationships, fostered by kindness.
- Share experiences that provide Enrichment, enhanced by teamwork.
- Foster ambitious Aspirations, through a commitment to learning.
- Build a culture of Trust, by displaying honesty in their actions.
- Achieve their potential, supported by a personalised Education and a curiosity for learning

We will achieve these aims by:

- Delivering an innovative, ambitious and highly specialised curriculum, which includes exposure to enrichment activities that develop personal growth.
- Creating a therapeutic, student-centered learning experience, which focuses on the specific needs of the student, develops self-esteem and helps build secure and lasting relationships.
- Fostering community cohesion to challenge inequality and embrace diversity.

Salmons Brook School opened in September 2022 for 40 students Year 7–10. The building was designed and built to meet the needs of the students attending the school.

Andrew Lloyd
Headteacher

Job Description: LSA

Post Title:	LSA
Grade:	Scale 4 £25,967 to £27,415 p.a. inc
Hours:	36 hours per week 40 weeks per annum (pro rata)
Responsible to:	Deputy Headteacher – Inclusion and Wellbeing

Purpose of the Role:

- To support young people at Salmons Brook School with their learning and development including:
 - Promoting academic and social targets
 - Encouraging students to become more independent in their learning
 - Providing support for young people's emotional, social and physical welfare
 - Encouraging the inclusion of young people in all aspects of school life
- To contribute to the school community by upholding the school ethos, supporting young people during both onsite and offsite learning activities, or at other settings as required
- To assist in meeting the special educational needs (SEN) of all students through partnerships with families, teachers and other professionals

General Responsibilities:

- To support learning and behaviour within the classroom alongside a class teacher, taking an active role in supporting the ongoing development of students
- To carry out interventions or targeted pieces of work, to support student learning
- To contribute to discussions about the progress of young people with teachers, parents and other professionals
- To take an active role and responsibility when supervising and supporting young people
- To carry out and complete administrative duties alongside office staff as are relevant to the role
- To take a proactive role in supporting engagement in CREATE Learning, this will include leading on interventions such as movement breaks, sensory regulation activities etc.
- To support the smooth running of the school by carrying out break and lunch duties, as required
- To work creatively and therapeutically with young people with a wide range of complex SEN, some of whom may present with challenging and/or delayed development
- To work co-operatively with other professionals in a multidisciplinary setting to meet the needs of the young people
- To operate flexibly within the role, which may mean reallocation to a different class or group of students across the whole school
- To promote and safeguard the welfare of young people across the school community
- To follow positive behaviour support plans for all young people, feeding back any comments to the Pastoral Lead

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Job Description: LSA

- To carry out positive handling techniques
- To record, monitor and share evidence of student assessments and progress
- To develop secure relationships with young people
- To support young people and other staff in promoting the achievement of goals and outcomes identified in young people's Education Health and Care Plans
- To provide first aid support, if required
- To promote the ethos of the school including Zones of Regulation, Emotion Coaching and The Restorative Approach
- To attend and contribute to meetings as required
- To actively gain an understanding of young people's individual special needs and communicate these with all staff
- To communicate with parents and carers as required
- To support the school with any administrative tasks as directed
- To support offsite learning and trips by taking opportunities for training to drive the school minibus (a full driver's licence is required)
- To attend parent events as appropriate

Professional Responsibilities:

- To ensure any urgent safeguarding concerns are raised immediately with the DSL or deputies to ensure prompt and appropriate action is taken
- To attend and engage with the line management process as laid out in the school's policy
- To participate in appropriate and relevant training as identified by your line manager, or the Senior Leadership Team
- To carry out any reasonable requests made by your line manager or the Senior Leadership Team
- To carry out all duties in the context of, and in compliance with school policies
- To ensure that you are up to date with all relevant safeguarding changes, and have signed to say that you have received these

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the Senior Leadership Team or their Line Manager, commensurate with the skills, abilities and grade of the post. This job description may be amended at any time following discussion between the headteacher and member of staff.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

All employees are expected to follow the staff code of conduct.

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Person Specification: LSA

LSA – Person Specification:

Category	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> GCSE Grade C or above in Maths and English Degree level qualification, or equivalent Training, or ability to undertake training, in Positive Handling techniques 	<ul style="list-style-type: none"> Teaching and learning qualification or evidence of further study, or desire to undertake Evidence of Continuing Professional Development relevant to role First aid certification or ability to undertake this Team Teach positive behaviour support training
Experience	<ul style="list-style-type: none"> Experience of delivering interventions/curriculum within a school setting Experience of being a lead practitioner within a classroom setting Experience of working with young people with SEMH and/or SEND Experience of working effectively with the parents /carers of young people Commitment to ensuring that all children are well safeguarded, supported and guided in both their personal development and academic Experience of working within schools 	<ul style="list-style-type: none"> Knowledge and experience of young people with SEND, especially SEMH & SLCN Experience of delivering small group interventions
Skills, knowledge and aptitude	<ul style="list-style-type: none"> Good understanding of teaching and learning principles Good understanding of the emotional and psychological needs of young people Ability to work creatively and therapeutically with children with a wide range of complex SEN, some of whom may show challenging behaviours Ability to engage constructively with, and relate to, a wide range of young people from difference ethnic and social backgrounds and with their families and carers Ability to prioritise changing demands whilst remaining calm and professional An ability to use ICT effectively Ability to communicate effectively both orally and in writing with adults and young people The ability to work flexibly as part of a team and to work cooperatively and collaboratively The ability to communicate effectively with young people, parents and staff Knowledge of and commitment to strategies to ensure inclusion and equal opportunities including pro-actively ensure that Equalities and Diversity policies are implemented throughout Evidence of a good record of attendance and punctuality, and an ability to cope under pressure Work constructively as part of a team understanding classroom roles and responsibilities and your own position within the team 	<ul style="list-style-type: none"> Knowledge and experience of zones of regulation and emotion coaching techniques Good working knowledge of restorative practices and nurture principles An understanding of child development and how young people with complex needs may differ

How to apply



You can apply online by completing the application form:

<https://edact.org.uk>

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