



Wimbledon College



Temporary Learning Support Assistant Applicant Information Pack



Jesuit Schools

Temporary Learning Support Assistant

Salary scale : NJC Scale 2/3[outer London]

[working 32 1/2 hours per week/ 39 weeks a year]

Closing date: Monday 2nd February 2026

Duties would include working with boys who have a range of learning difficulties and providing personal care. Experience of working with pupils with special educational needs would be an advantage but not essential.

Job Specification

Main purpose of post

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

Working Environment

You would work in classrooms with young people aged 11-18. Some children might need long term help, others might need help for only a short time. Some support is undertaken outdoors in the playground, pool side or other sports areas. You might have to move equipment.

Duties and responsibilities

Supporting the pupil

- To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupil/s to be supported.
- Taking into account the learning support involved, to aid the pupil to learn as effectively as possible, both in group situations and on his own by, for example:
- Clarifying and explaining instructions.
- Ensuring the pupil is able to use equipment and materials provided. Help with creating resources.
- Motivating and encouraging the pupil.
- Working to develop skills such as language, social communication, reading, spelling, handwriting, numeracy, spatial co-ordination.
- Working to develop pre-learning attitudes and behaviour such as the ability to focus, concentrate, persevere, problem solve, hypothesise, categorise, turn take and role-play.

Meeting physical needs as required. Meeting personal needs as required and to carry out physiotherapy exercises as directed by the Physiotherapist.

- Contributing to the preparation and implementation of Individual Education Plans.
- Developing appropriate learning materials and teaching resources.
- Establishing and maintaining a supportive relationship with pupils.
- Supporting the inclusion of pupils with special needs in the wider life of the school.
- Developing strategies for promoting pupils' self-esteem.
- Provide support such as helping during tests, exams, or going on school trips.

Job Specification cont'd

Supporting the teacher

- To work under the instruction of teaching/senior staff in order to support access to learning.
- To take responsibility for developing a suitable programme of support for pupil.
- To record the pupil's progress.
- To contribute to Individual Education Plans (IEP), IEP reviews, and reports.
- To participate with the teacher in the evaluation of the support provided.
- To attend meetings with subject teachers and form tutors.
- To provide regular feedback about the pupil to the teacher.
- To provide feedback to the subject teachers on the appropriateness of teaching strategies and resources used with the class.
- Help with extracurricular activity such as revision sessions or lunchtime duties

Supporting the Curriculum

- To develop knowledge of the curriculum.
- To understand the National Strategies and their implications for pupils who require support.
- To develop the skills to adapt subject-based activities and resources to meet the needs of the pupil, working with subject teachers.

Supporting the school

- Where appropriate, to develop a relationship to foster links between home and school.
- To liaise, advise and consult with other members of the team supporting the child/ren when asked to do so.
- To contribute to reviews of children's progress, as appropriate.
- To participate in relevant in-service training and actively seek other learning activities; working one week per year outside pupil term time.
- To participate in annual appraisal meetings/ performance development, contributing to the overall planning, development, ethos, work, aims and organisation of support service to the school.
- To participate in weekly LSA briefing.
- Recognise the importance of personal responsibility for data protection, safeguarding and Health and Safety. Reporting any concerns to an appropriate person.
- To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- To undertake other appropriate tasks as directed by line managers or the Headteacher.

Hours

The day will be structured as follows:

- LSAs working time will be calculated following the school day schedule of teaching periods (6 periods a day).
- LSAs working period 1 will begin at 8.30am. This allows time to check in with the Senior LSA.
- LSAs will have a 20-minute 'disturbed' break during the morning. This break may or may not be scheduled to coincide with the pupils' break. The morning break will be included in the working hours of LSAs working periods 2 and 3.
- LSAs will have a 30-minute unpaid break at lunchtime. This break may or may not be scheduled to coincide with the pupils' lunch break. The lunch break will be included in the hours of LSAs working periods 4 and 5.
- LSAs working period 6 will finish at 3.30pm. This allows for a debriefing at the end of the day.
- LSAs finishing before period 6, will finish 15-minutes after the end of their last period of the day. This allows them to check in with the Senior LSA or Head of Special Needs to debrief.
- LSA's are required to book dental or medical appointments outside working hours whenever possible.
- Working 39 weeks per year, 190 pupil days + 5 additional days. (Attendance at evening meetings/ inset training days/ and events including Year 6 testing day, will be required within these additional 5 days)

Person Specification

Person Specifications

- Good reading, writing, numeracy skills and a knowledge of basic ICT to support learning.
- Ability to use clear language to communicate information unambiguously.
- Ability to understand and support children with developmental difficulty or disability.
- Good understanding of the school curriculum; knowledge of literacy/ numeracy strategies
- Ability to observe and monitor progress and maintain records; good organisational skills .
- Ability to deal with challenging behaviour and implement the school's behaviour management policy; remaining calm under pressure.
- Ability to motivate and encourage students; establish rapport and respectful and trusting relationships staff, pupils and parents .
- Ability to work well within a supportive teamwork structure; being able to take direction but be prepared to take initiative when required.
- Personal Qualities: Reliability - to have an excellent attendance record, being punctual, present a smart appearance, organised, resourceful, enthusiastic, approachable and empathetic.
- Ability to maintain a high level of confidentiality and discretion at all times.
- Ability to adopt a flexible approach to working.
- Desire to enhance and develop skills through performance appraisal and training.
- Recognition of the importance of personal responsibility for data protection, confidentiality, safeguarding and Health and Safety .
- Supportive of the Jesuit ethos of the school.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Learning Support Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Department Information



Aims and Objectives

The aim of the SEND Department is to promote equality of opportunity for boys with special educational needs by making the curriculum accessible and enjoyable for boys who have learning or physical difficulties. This is achieved through direct teaching and by providing physical, educational and emotional support. We run a range of specialist courses in the department, we provide support in class and we have an 'open door / drop in' policy, so that boys can come for help at all times of the day. We aim to help the boys to develop confidence in themselves as valued individuals and as effective learners so that they feel able, with a support network in place, to take a risk and discover that they can achieve and make a valuable contribution. We currently have 59 boys with an EHCP with a further 180 on the SEND register.



SEND Department Staff

SENDCO Lesley Denton

Assistant SENDCO Michelle Jones

SEND teacher Sue Gardner

SEND PSA Katerina Christoforou-Woodruff

Senior LSA Coordinator Natasha Douglas

Assistant LSA coordinator Jane Shaw

The Department has 15 full time and 12 part time Learning Support Assistants

Accommodation and Resources

The SEN Department is located in the oldest part of the school in Brackenbury. It is self-contained with its own suite of rooms. On the ground floor there are four teaching rooms, an office and a treatment room, complete with hoist, physiotherapy bed and toilet for boys with physical disabilities. There are a further two rooms upstairs, one with eight computers and a projector and the other a very small group teaching room.

There is another projector and a further eight computers downstairs. We have twenty laptops; which boys use in class. We have a further three small group rooms near the entrance of the school in the lodge on the first floor. There is a selection of reading material in the department, both fiction and non-fiction. We also have a number of reading books with CDs and two CD players, one with headphones for multiple use. We have reading schemes and maths schemes. We also have resources to support the various courses that are run in the department.

Department Information

SEN Needs

Dyslexia

Dyspraxia

Dyscalculia

Autistic Spectrum Continuum

Language Impairment

ADD / ADHD

Obsessive Compulsive Disorder

Tourette's Syndrome

Motor Skills difficulties

Downs Syndrome

Moderate Learning Difficulties

Emotional & Behavioural issues

Duchenne Muscular Dystrophy – wheelchair user

Cerebral Palsy

Visual Impairment

Hearing Impairment

Epilepsy

Allergies (epipen)

Sickle Cell

Interventions offered

Corrective Reading Programme

Corrective Comprehension Programme

Corrective Maths Programme

Additional Literacy

Spelling Programme

Talk Time courses (extending expressive & receptive language skills)

Circle Time

Anger Management

Drawing & Talking Therapy

Fine Motor Skills Programme

Handwriting Programme

Touch-typing program

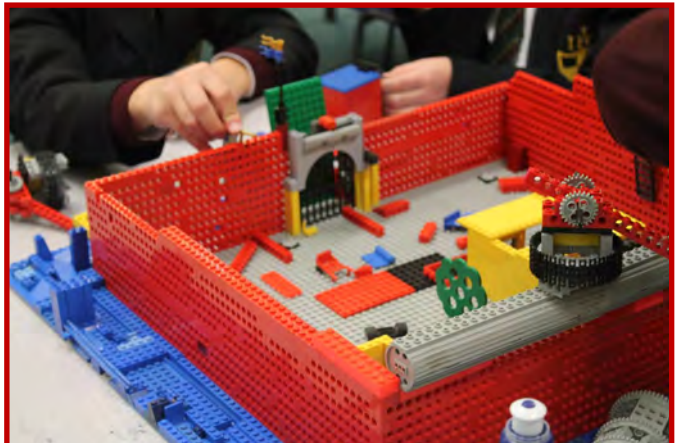
Social Skills Programme

Study Skills Programme

ADD/ ADHD Programme

Emotional Literacy Support

ELSA



Department Information

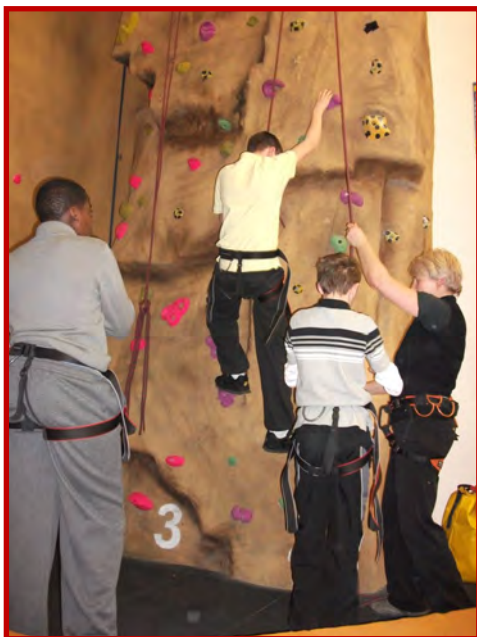
Outside Agencies

Speech & Language Therapy (Merton's Secondary Language Project) - We buy into this project and this gives us 2 trainee Speech & Language Therapists once a week for two terms and the Borough's Speech & Language Therapist once a fortnight throughout the year. They conduct assessments and do direct teaching. They also advise on how best to support boys with language and communication needs, both



The Literacy and Mathematics Initiatives

As a consequence of testing, prior to entry, a number of boys are given additional help with reading, literacy and maths, where this is necessary. These boys are given intensive help in small groups in Year 7 until progress is sufficient for them to be able to access the curriculum appropriately in class. Progress is measured by regular assessment. Boys are integrated into class at regular intervals, but a few, with significant difficulties usually continue to need small group help in Years 8 and 9



Alternative Provision

A very small number of pupils that struggle to access a full curriculum at GCSE are given the opportunity to complete a programme of study that is accredited through The Princes Trust with the addition of Functional Skills English and Math.

Assessments

Boys working in the department are assessed at regular intervals in order to monitor progress. The SENCO also undertakes individual assessments wherever there is a concern. In Year 9, assessments are undertaken for Access Arrangements for external examinations. We are also able to have assessments done in school by the Education Psychologist and the Speech & Language Therapist.

Results

Boys with SEND sit GCSEs and 'A' level examinations. Some also undertake BTEC courses. Some of the boys are assisted in exams by readers and scribes. Some require prompters or rest breaks and others use laptops. Some have modified papers. A number of the boys are awarded 25% additional time in order to complete papers. Many of the boys go on to further education and a number go on to university.

Information about the College



Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.



The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.



The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy.



Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.

We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.

We were graded as Good in our most recent Ofsted inspection in 2017, below are some the key findings:

- "The school provides an inclusive, orderly and welcoming environment where pupils achieve well and enjoy their learning.
- Pupils benefit from strong levels of support, guidance and care through the chaplaincy and pastoral teams. This contributes effectively to their positive attitudes to learning and prepares them well for the next steps in their education.
- All pupils are encouraged to be 'men for others' through the embodiment of the school's core values.



Staff Development

At Wimbledon College, we believe that professional development is an essential and inherent part of your role regardless of the stage you are at in your career or the position you hold. This results in bespoke CPD journeys based on your current position and the trajectory you would like your career to go in. Every staff member is supported along that journey. Through a combination of internal and external CPD opportunities staff are able to develop their own skills and competencies and then have the opportunity to share those with colleagues from the College and across the borough.

We use a range of resources and strategies within and outside the College to achieve this:

- We have staff completing external leadership courses such as NPQs and Merton specific Leadership Courses
- We engage with a wide range of organisations, including UCL, Bluesky and PixL to support the delivery of our extensive professional development programme for both career progression and skills development tailored to individual needs
- We have a coaching programme to allow both teaching and non teaching staff to share best practice and offer career advice and guidance.
- We have in-school groups that work collaboratively on projects around a chosen topic such as promoting literacy across the curriculum

We fully appreciate the importance of training for support staff and have a generous budget to ensure that external courses are available in addition to in school training for all interested support staff.

Our aim is to empower staff to ascertain their own professional needs, both within and around their role, and to provide whatever support they require to flourish.



"I have had many roles in the College but being the Pastoral Support Assistant for Sixth Form has been my favourite. No two days are the same and the students are very appreciative of the support they get from all the staff at the College. I enjoy making sure that all the sixth formers are as safe, happy, healthy and ready to learn as possible. Although students are facing ever tougher challenges in their lives, we provide a constant that they can rely on"
**Michelle Jones, Pastoral Support Assistant
- Sixth Form**



Working at Wimbledon College



"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette Torto, Head of Yr 13, English Dept

"I've really enjoyed developing my career from NQT to Head of Department in the time I have been at Wimbledon College. I have been well supported every step of the way and am looking forward to the opportunities and challenges being HOD will offer me. I am hoping to expand the History department by offering more extra curricular activities and continuing with the work to ensure our curriculum reflects the diversity of the students."

Claire McCarthy, Head of History

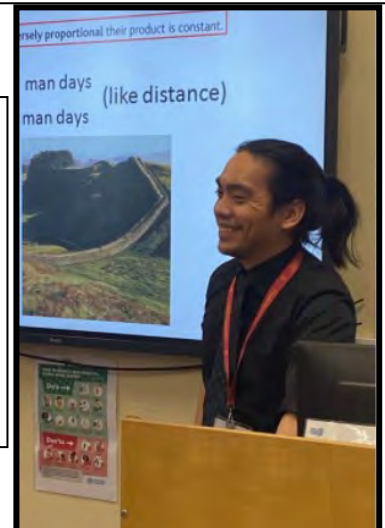


"Now in my 20th year teaching here at Wimbledon College I continue to seek ways to give back to the College Community who have provided me with so many opportunities over my time here. This includes being heavily involved in extra curricular activities such as the highly popular Lego Club for younger pupils and being instrumental in the sport of Boxing at the College, whereby we have our own affiliated amateur boxing club - one of the many sports on offer to our pupils. I have also completed my MA in Education (part funded by the College) and currently undertaking my NPQSL are just some examples of how both the College supports me and I them."

Shaheen, Head of Department

"Having been a student at Wimbledon College, I knew that I would enjoy teaching here due to the studious and respectful atmosphere around the school. Although starting a career in teaching is challenging, I have been really well supported from within and outside my department. I am also looking forward to getting more involved in helping with the huge array of extra curricular activities, both academic and non academic that the College offers."

Paolo Nery, Teach Wimbledon Trainee, Maths



Testimonials

Rhetoric (Y13) Leavers' reflections on their time at the College



"I am very proud of having been part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"

"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."



"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."



"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"

"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."



"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."

"The College has allowed me to become an individual who acts as a natural leader, sharing success with peers. Wimbledon College brings out the philosophical side, and allows for a deeper meaning of our world, that will encourage us to explore more when we leave."

You may be a committed Roman Catholic and know a lot about the Jesuits, or you may be from a different faith, or have no religious background. You may know little or nothing about the Jesuits. Whichever it may be, we hope this short introduction will help you to gain a basic understanding of what Jesuit schools are, and to decide whether a Jesuit school is a place where you will be happy and thrive.

The Jesuits

The Society of Jesus (popularly known as the Jesuits) is a Religious Order within the Catholic Church. Founded in 1540 by St Ignatius Loyola and nine companions, there are around 18,000 Jesuits today in almost every country of the world.

Most Jesuits are priests, but there are also Jesuit Brothers and Jesuits in studies preparing for ordination. Jesuits take vows of poverty, chastity and obedience and lead a common life in community. As well as in schools and universities, Jesuits are to be found in a wide range of other works from parishes and retreat houses, to hospitals and prisons, missions in developing countries, work with refugees, in scientific laboratories, medicine and health care, film, television and the arts, architecture, business and industry, politics and community action, spiritual direction, writing, academic and social research, philosophy, theology and biblical studies, interreligious dialogue, archaeology and astronomy, and military chaplaincy.

Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds.

Staff in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of Staff in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your teaching, being interested in and committed to the pastoral care and personal development of pupils, and playing an active role in the wider life of the school.

Values, personal opinions and conscience

Parents who send their children to Jesuit schools do so in the expectation that the teaching, the character of the school, and the values and opinions communicated to their children will accord with their own Catholic faith.

The Catholic Church has a long tradition of teaching on ethical and social issues as well as its theological beliefs. The Church tries to balance clear teaching, on sometimes controversial issues, with the practical pastoral care of individuals who may find that teaching difficult to live up to. This is no different in a Catholic school community. We strive for the highest standards, informed by Catholic moral and social teaching, and are committed to compassion, reconciliation and the building up of a community built on love and mutual respect.

No teacher in a Jesuit school is asked to speak or act against his or her conscience. The Catholic Church explicitly teaches that conscience, informed by appropriate study, is the highest authority for the individual. However, if you choose to work in a Catholic school, there is an expectation that you will do nothing to undermine the Catholic faith and practice that is the school's *raison d'être* and way of life.

Of course, we recognise that many people will have different views on a range of topics. Catholics themselves hold views that sometimes do not accord with the Church's official teaching. In a Catholic school we are responsible for forming children and young adults. We try to do so in a way that imparts the religious and moral views of their parents, and of the Church, and at the same time encourages increasing independence in forming and expressing their own views. In practice, we are confident you will find Jesuit schools are open and tolerant places. They clearly articulate the tradition of beliefs and values of Catholic Christianity but do not seek to indoctrinate or foist unwelcome views on impressionable young people.

Further information

The identity and mission of Jesuit schools is set out in a document called *The Characteristics of Jesuit Education* which is available on the Jesuit Institute website. Each school will have its own mission statement which sets out how it realizes its own identity and mission as a Jesuit school in its particular circumstances and for its pupils and community.