LEARNING SUPPORT ASSISTANT
INFORMATION PACK



EDUCATION IS SUCCESS

Thank you for your interest in applying to work at Westminster Academy.

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

WELCOME FROM THE PRINCIPAL AND CEO

Dear Candidate,



It gives me great pleasure to introduce myself as Principal and CEO of Westminster Academy. I was privileged to take on this role in August 2024 and become part of the continuing development of this wonderful school.

Our mission is 'Education is Success' and we strive to achieve this mission in a number of ways. We recognise that success can only be achieved in an environment where students feel safe, happy and supported. We are a school that prioritises student well-being in an inclusive, kind environment to allow students to develop as confident young adults. Our committed staff body is ever present to ensure students are supported emotionally as well as academically.

The Academy has a strong record of academic success, with a passionate and highly knowledgeable staff body who devise engaging lessons to inspire a love of learning and prepare students for academic success and the world beyond. Our approach to teaching, learning and curriculum places emphasis not only on traditional academic subject knowledge but also on cross-curricular connections, student self-management, communication skills, technology use and critical thinking through student-centred, personalised learning experiences.

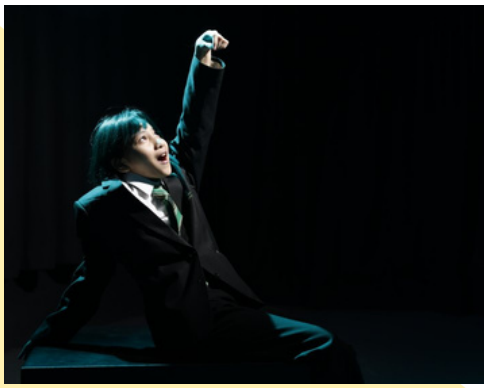
Westminster Academy students value the breadth of extra-curricular opportunities on offer, which enrich learning experiences beyond the classroom and give students opportunities to develop talents and experience personal success. Alongside an exciting extra-curricular activities programme, a large number of educational visits and internal events take place each year, as well as an outstanding careers programme. Students are empowered through leadership initiatives and contribute to the improvement of the Academy through the Academy Council programme.

Westminster Academy is one of the few non fee-paying schools in London to offer both the International Baccalaureate Diploma Programme and the International Baccalaureate Career-related Programme at key stage 5. These demanding, world-renowned qualifications aim to combine academic excellence with a mission to 'develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'. This goes hand in hand with our values as an Academy: Westminster Academy students have a strong sense of social responsibility; they research social issues to understand the wider world, fundraise energetically and take an active role in the community with the objective of making the planet more equal, fair and sustainable.

My personal aspirations for Westminster Academy students align with those I have for my own teenaged children: I want to support them to flourish in all areas of their lives by helping them develop into well-rounded, compassionate individuals. My colleagues and I are committed to providing them with an exceptional education as part of a caring school community to ensure they have access to their preferred post-18 pathways, and have the skills and attributes to achieve their personal and professional goals.

Thank you for your interest in our Academy. I look forward to receiving your application.

Mrs Numera Anwar
Principal and CEO





OUR MISSION, ETHOS AND VALUES

Mission: “Education is Success”



In 2013 Westminster Academy students chose our Mission: "Education is Success".

We strive to fulfil our Mission through the dedication of a talented teaching faculty and support staff; a high-quality, ever-evolving curriculum; individualised academic support and an extensive extra-curricular activities programme.

Ethos

Our ethos is student-centred and personalises learning for every student in a respectful environment so that all of our students are safe, secure and successful.

WA fosters a proud, cohesive, and ambitious staff body through an engaged and innovative professional learning community, where continuous active learning dialogue results in sustained progress for all students and professional growth for all staff.



Values

Our HERO values were also selected by our students and underpin personal development, behaviour and welfare at Westminster Academy.

Honesty

Excellence

Responsibility

Opportunity

Reflecting on the Academy values and British values forms a key part of personal tutoring at Westminster Academy.

IB Learning Profile

The IB Learner Profile is used across the school as a framework for character development. IB learners strive to be:



WELCOME FROM WA SPONSORS & TRUSTEES

David Dangoor CBE

The Exilarch's Foundation



We are very proud to have sponsored Westminster Academy since it opened in 2006. This has been a period of steady development with significant improvements in each of these years.

It has been very gratifying being alongside a hard working and dedicated team of teachers and staff, and its remarkable leadership. Our aim has been to support their inspiring teaching of the students, who are drawn from so many diverse backgrounds.

Westminster Academy has the benefit of a resourceful and effective group of Trustees, with an exceptional Chair, which has maintained an ambitious strategy for excellence.

We are committed to continue to build links with outstanding outside organisations that add enriching dimensions to the student experience at the Academy.

We know that we need to improve continuously, to ensure that every student feels the benefit of their years of effort at this Academy for the whole of their adult life.

Alastair Metcalf

Chair of Board of Trustees



Westminster Academy has always had a clear ambition: to be a place of educational excellence, while remaining firmly rooted in and responsive to the community it serves.

We are fortunate to be part of one of the most diverse communities in central London, and we are committed to ensuring that the Academy continues to meet the needs and aspirations of local students, families and residents. For every young person who chooses to study with us, our aim is to provide opportunities that enrich their experience, broaden their horizons and help make their time at the Academy truly transformative.

That commitment extends beyond the classroom. In particular, we want those living in Westbourne and across Westminster to see Westminster Academy as a place they can connect with, contribute to and be proud of.

I encourage you to engage with the Academy, its staff and its leadership whenever you can. In return, the Board of Trustees remains committed to building on the Academy's strong reputation, strengthening our relationship with the local community and ensuring Westminster Academy continues to be a place of which we can all be proud.

AREAS OF STRATEGIC FOCUS 2025 - 2028



1. We will ensure that we continue to strive to be the number one school of choice in the borough.
2. We will ensure highly effective teaching and assessment takes place that allows young people to achieve their ambitions.
3. We will provide excellent leadership and governance at all levels to enable effective development at WA.
4. We will ensure a rich, engaging and inclusive curriculum with effective teaching and high-quality learning resources across all subjects and year groups.
5. We will have a clear and cohesive digital strategy for education.
6. We will ensure that pupils are well-behaved, confident and respectful in a safe and secure environment.
7. We will foster an environment where students thrive from bespoke personal development, careers and leadership programmes.
8. We will ensure, regardless of their ability or personal circumstances, all groups of pupils make at least 'good' progress, and differences in their attainment are diminished.
9. We will ensure a high-quality workforce and prioritise staff retention through carefully considered professional development and workload.

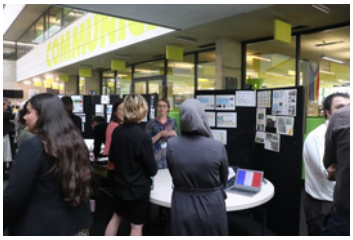
PROFESSIONAL DEVELOPMENT

Westminster Academy is committed to fostering a positive ethos of continuous improvement and learning, which motivates and develops its staff community.

Internally, alongside four INSET days across the year, we have regular Professional Learning opportunities; every Wednesday, students have a shortened day which enables us to run departmental and whole school CPD based on developing practice school wide. Here, we use guidance from the DfE and EEF, alongside taking regular staff feedback, to ensure our internal training is of the highest quality and has real impact. We also have dedicated Professional Learning Communities, whereby staff meet with colleagues from across the school working on similar areas of practice, to support, observe and collaborate in these areas. This culminates in a showcase at the end of the academic year, whereby staff celebrate their learning and development together. Finally, we also offer coaching training in-house for all leaders at the Academy to support their ongoing development.











Alongside this, we use a tailored approach to ensure staff receive bespoke training opportunities externally, which is supported by a healthy training budget. Staff have a menu of options to suit all levels of experience, including specific opportunities to develop trainees, as well as current and aspiring Middle and Senior leaders. Courses taken by our staff have included Category Two and Three IB courses, IBSCA courses and NPQs for differing levels and specialisms, and we support the completion of these, as well as shadowing in other settings wholeheartedly.

All staff are expected to guide aspects of their own professional learning and this forms the heart of our Performance Management system.

STAFF REWARDS & BENEFITS

24/7 Virtual GP Service

Staff have access to a virtual GP service that provides remote medical consultations via a 24/7 GP helpline or a separate “Your Online Doctor” service for video consultations, for themselves and their families. The service allows access to qualified GPs for advice, diagnosis, and private prescriptions delivered electronically to an employee or pharmacy of their choice, complementing a staff member’s existing GP service. With easy access and availability, staff don’t need to take time off work to speak to a GP for common health concerns and non-emergencies.



Annual Season Ticket Loan

A season ticket loan is an interest-free loan provided to help staff pay for an annual public transport season ticket. The loan amount is repaid over 12 equal monthly instalments via payroll, which allows them to spread the cost of the ticket instead of paying for more expensive, monthly passes. This scheme is designed to make commuting cheaper and more convenient, as annual tickets are typically less expensive than daily or weekly fares.

Attendance Incentive

As a small token of appreciation, a shout out and a certificate is awarded to staff with 100% attendance every term. Staff with 100% attendance over 2 terms will be credited £15 on their Arbor account to use against hot drinks or food from Global Café or Sky Dining. Staff with 100% attendance over an entire academic year will receive a £100 gift voucher. Just as for the students, all absences from work are included in this calculation, apart from religious observations.



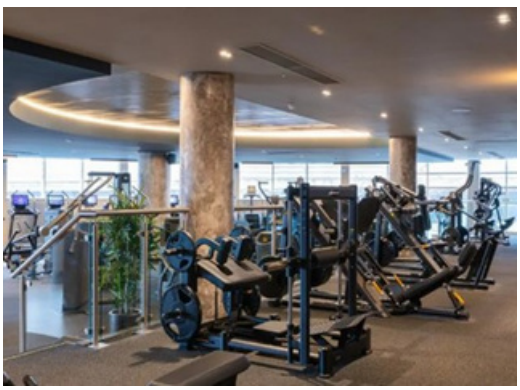
Cyclescheme

We are a registered employer of the Cyclescheme which is the UK’s most popular Cycle to Work employee benefit, providing staff with the opportunity to purchase a bike and accessories of their choice up to the value of £1,000, tax free, saving up to 47%. Bike rental for 6 or 12 months is also available whereby staff save money and spread the cost of commuting on city hire bikes via bike rental membership. The perfect way to cycle alongside other modes of transport.

Staff pay nothing upfront and the payments are taken tax efficiently over 12 equal monthly instalments via payroll. A large selection of cycling brands is available for staff to choose from, at independent bike shops in the local community, big-name stores, online retailers or brand direct.

David Lloyd Access

Staff have free use of the gym and swimming pool at the Notting Hill branch of David Lloyd, located right next door to the Academy at 1 Alfred Rd, London W2 5EU. Access is available once a week, Monday to Friday, by presentation of a staff ID card at reception. Staff also have access to the Clubroom which comprises of a restaurant, soft seating and quiet workspaces. For staff interested in full access to David Lloyd, a discounted membership rate is available.



Employee Assistance Programme

Our Employee Assistance Programme (EAP) is a package of emotional and practical support that provides the following:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations
- Financial, legal and practical support from qualified professionals on a range of personal issues
- Access to online health and wellbeing resources and a specialist information service

This free service is confidential and can be used to support staff with any personal or work-related issues that may be affecting their wellbeing. Staff can also download the Wisdom Health Assured app to log in and track their wellbeing.

Free Eye Tests

Staff who are required to use display screen equipment, usually a Visual Display Unit (VDU), can claim the cost of an annual eye test. The maximum amount that can be claimed is £30.

Free Parking Onsite

Secure and covered, off-street parking is available for bicycles, cars and motorbikes with direct access into the building.

Free Fruit

Staff can help themselves to a piece of fruit, and complimentary tea and coffee in the staffroom every day.

Free Breakfast @ Global Café

Our Global Café is open throughout the academy day from 7.00am - 3.00pm, and accepts contactless payment with a bank card or payment via Arbor with a staff ID card. Free breakfast bagels are available each morning from 7.30am.

A loyalty card scheme also allows staff who use their own cup when purchasing hot drinks to claim a free hot drink on the sixth visit.

Home & Tech

Home & Tech, previously known as the Techscheme, is the smart way to buy and save on home and tech products. Powered by Currys and Ikea, this benefit offers staff a more affordable way to get the latest home and tech for you and your family. Choose from thousands of products including laptops, phones, smart health, white goods, gaming, photography, furniture, kitchenware, tableware, lighting, bathroom products, and outdoor living. Staff can choose a redemption voucher up to the value of £1,000 and spread the cost of their purchase(s) from their salary via salary sacrifice across 12 months and make a National Insurance saving of up to 8%.

Pension Scheme Contributions

The Academy pays the national percentage rate of monthly contributions for Teaching Staff enrolled in the Teachers' Pension Scheme, and for Support Staff enrolled in the Local Government Pension Scheme, of 15.6%.







JOB DESCRIPTION

Job Title	Learning Support Assistant
Salary Grade	WA Scale 4, Spine Point Range 7 - 11 £25,286 - £26,149 FTE (£22,113 - £22,868 pro rata)
Hours	Full Time, 37.5 Hours per week Term Time + INSET days
Responsible to	SENDCo
Job Overview	To support the class teachers to plan and support students' learning, including social skills, life and independent skills and personal development. You will be expected to: • Build a positive relationship with the student, promoting high self-esteem, independence and social inclusion, supporting the children with their educational, physical, emotional and social development. • Have excellent communication skills, a willingness to learn and the desire to be part of the development of a high performing team. • Give support to students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement. • Work with whole classes, small groups and/or 1:1 with students.

Duties and Responsibilities:

Professional Duties:

- To support students learning the KS3 & KS4 curriculum.
- To be committed to raising academic standards and to insist on high standards of learning and achievement.
- To be prepared to work with a range of classes and age groups as required by the needs of the school.
- To attend to pupils' personal needs, including social, emotional, health, and welfare matters.
- To be aware of and support differences and ensure that pupils have equality of access to opportunities to learn and develop.
- To work closely with teachers to remove individual barriers to learning.
- To assist with the development and implementation of Individual Provision Plans.

Supporting Students:

- Building a positive relationship with students promoting high self-esteem, independence and social inclusion.
- Promoting high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention.
- Assisting with the development and delivery of individual education, support and care plans.
- Supporting the pupil with their social, emotional and mental health needs, escalating concerns where appropriate.
- Supporting students in the transition from primary to secondary.
- Assisting in the supervision of students during all breaks.

Teaching and Learning:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement.

- Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom.
- Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning.
- Promote, support and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Use ICT skills to advance the pupil's learning.
- Provide regular feedback to teachers on the pupil's progress, attainment and barriers to learning through observations.
- Monitor, record and report on progress and attainment.
- Read and understand lesson plans shared prior to lessons, if available.
- Deliver one-to-one or small group interventions in accordance with the individual education plans.

Support for Teachers:

- Providing a high level of support to individual pupils who have been diagnosed with learning difficulties, for either all or part of the time to support their learning and to individual pupils within a class who are in need of additional help.
- Providing quality support to learning more generally, either by 'floating' and acting as additional support during class activities or by working with specific groups of pupils.
- Assisting in supervising the activities of groups of children in a range of years or individual children, in order to ensure their safety, facilitate their educational development and develop a supportive and caring relationship.
- Maintaining records of children's progress as instructed.
- Creating and updating IEPs and other strategies as appropriate and reporting to parents and teachers as requested.
- Assisting the classroom teacher in ways in which the learning activities and classroom environment are enhanced.
- Observing children as individuals and in groups and reporting problems and progress to the classroom teacher, SENCO or member of SLT.
- Assisting with the delivery of the schemes of work and specifications in order for pupils to be able to access the content and skills necessary to achieve in the variety of subjects.

Working with staff, parents/carers and relevant professionals:

- Sharing knowledge and understanding of the pupil with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Communicating effectively with other staff members, pupils, and parents and carers.
- Keeping other professionals accurately informed about performance, progress and any areas of concern.
- Working collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborating with colleagues and other relevant professionals within and beyond the school.
- Developing effective professional relationships with colleagues.
- Liaising on behalf of the Academy and relevant agencies.

Health and safety and Safeguarding:

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing .
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our

safeguarding and child protection policies.

- Promote the safeguarding of all students in the school.
- Look after children who are upset or have had accidents.
- Ensure the health and safety of self, colleagues, students and visitors and to report any such matters to the maintenance team, senior managers or Health and Safety Committee as appropriate.

Professional Development:

- Keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

General Responsibilities:

- To be aware of and comply with Academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
- To undertake personal development through training and other learning activities including performance management as required in line with Academy priorities and targets.
- To attend Senior Leadership Team, Governors and other meetings relevant to the role and follow the line management procedures of the Academy.
- To be a positive role model for students in dress code and conduct policy within the Academy.

Scope of the Job Description:

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out, and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post, and therefore, you may be required to perform other duties as requested by your Line Manager. The duties may need to be varied to meet the changing demands of the academy at the reasonable discretion of the Principal and School Business Director. This job description does not form part of the employment contract. It describes the way the postholder is expected and required to perform and complete the particular duties.

Safeguarding of students and Duty of care:

All staff, regardless of role, level of seniority, and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils. We expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns they may have. All staff must be able to identify any children who are at risk of harm and know the characteristics of abuse or neglect. If you suspect or confirm harm, it is essential that you know what actions to take.

PERSON SPECIFICATION

The person specification outlines the experience, skills, and abilities we expect the successful candidate to possess.

Criteria
Education/Qualifications: • Generally excellent level of literacy and numeracy skills • NVQ qualification or similar appropriate at level 3 • First Aid training, or willingness to complete it
Professional knowledge, skills and competences: • Good ICT skills, particularly using ICT to support learning • Outstanding verbal and non-verbal communication skills • Ability of writing reports for different audiences • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with students and adults • Skills and expertise in understanding the needs of all students • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Experience: • Working in an education environment • Working as part of a team • Working with students • Have experience working with ASD and SEN • Experience of planning and leading teaching and learning interventions (under supervision/ after training)
Philosophy and commitment: • An interest in educational issues • A belief that everyone can benefit from, and has entitlement to, high quality educational opportunities • A personal commitment to lifelong learning and continuous professional development • Commitment to high standards, best value and continuous improvement • A 'can-do' approach and positive attitude to innovation and change
Personal qualities: • Confident, enthusiastic, and resilient with a strong work ethic • Self-motivated, proactive, and reflective in practice • Flexible, creative, and able to think laterally under pressure • Excellent attention to detail and effective time management • Positive, forward-thinking, and committed to continuous improvement • Enjoy working with children and building strong, supportive relationships • Sensitive, understanding, and committed to the wellbeing of all students • Passionate about achieving the best outcomes and upholding school values • Able to inspire, motivate, and challenge young people effectively • Committed to safeguarding, equality, and maintaining confidentiality at all times

SAFER RECRUITMENT IN EDUCATION: INFORMATION FOR APPLICANTS

Employee Assistance Programme

Westminster Academy is committed to safeguarding and promoting the welfare of children and young people, and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- an application form - please visit our Vacancies page.

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.



If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- An enhanced DBS check is required for all successful applicants
- Prohibition and overseas checks will also be completed if necessary

HOW TO APPLY

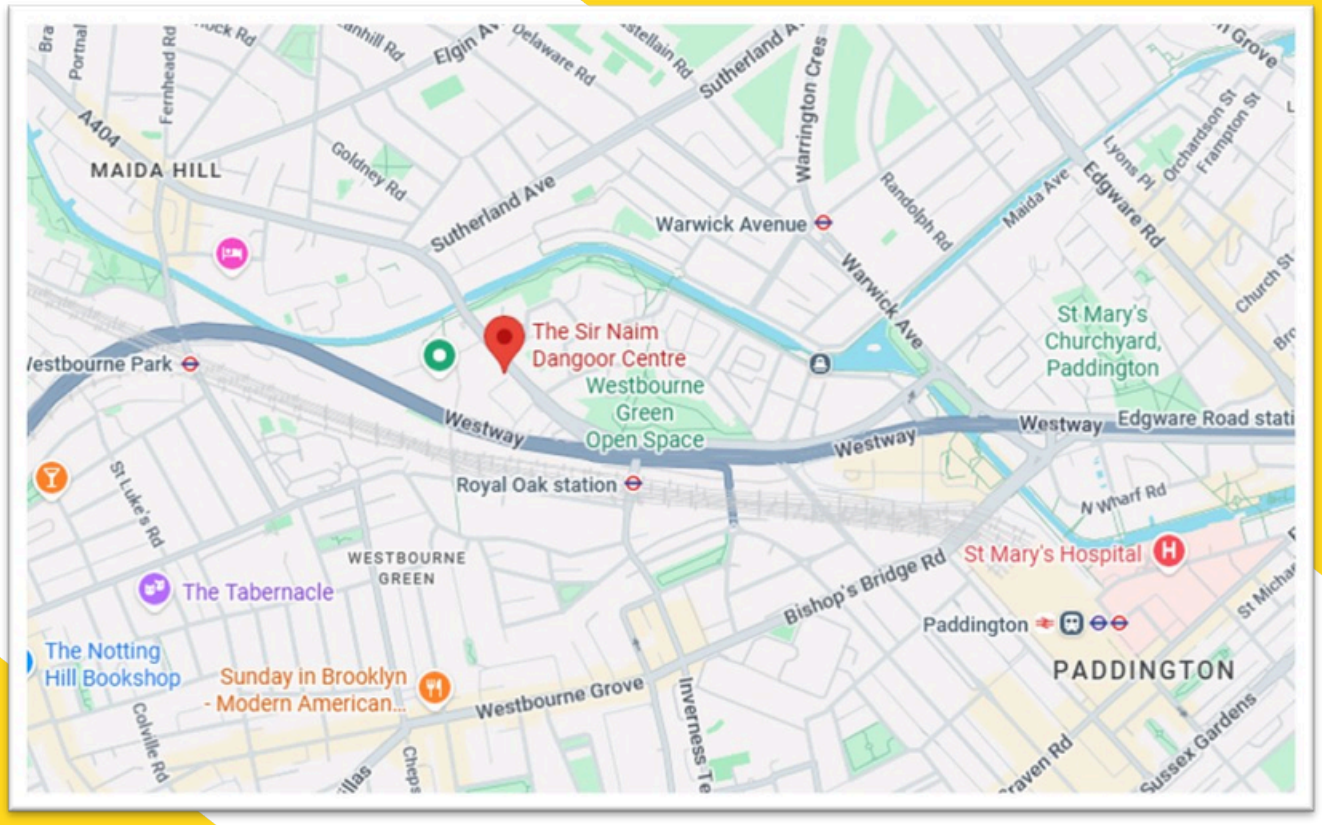
The closing date for applications is **9am** on **Monday 16th November 2026** with interviews being held on a rolling basis so early applications are encouraged.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification. Further information about the role and an application form can be found on our Vacancies page.

For more information about this position, or to have a confidential discussion about the role, please contact hrteam@westminsteracademy.org.uk.

We look forward to hearing from you.

HOW TO FIND US



Westminster Academy

Sir Naim Dangoor Centre

255 Harrow Road

London

W2 5EZ

Get directions

HR Team

hrteam@westminsteracademy.org.uk

020 7121 0600

Visit our website

Watch our video!