

WORKING AT HILLVIEW SCHOOL

# JOIN OUR TEAM

For Appointment of:  
*Senior Learning Support Assistant*



# WELCOME

Based in Tonbridge, Kent, Hillview School for Girls is an 11 to 18 girls' all-ability school with a thriving, mixed Sixth Form. We chose to become an academy in August 2011 and are one of the highest-achieving non-selective girls' School in Kent. Our dynamic Performing and Visual Arts specialisms have a profound impact upon learning and contribute to the purposeful, friendly and stimulating atmosphere that permeates the school. We foster self-esteem and high aspirations.

By encouraging a 'can-do' culture, our students become astute, ambitious and independent. Visitors often comment about how articulate and enthusiastic our students are. We believe in the pure potential of every child within the school, to develop, mature and thrive, leaving education fully ready for the world of employment. We place a high emphasis on education beyond grades, actively exploring a wide range of opportunities to develop the awareness and engagement of our students in the world around them.

Hillview is a fully inclusive school where independence is developed through an innovative education and inspirational opportunities.

Our vision is that: students unlock their pure potential to drive their future and thrive in society.

The pure potential belief is integral to everything that we do in school and the outcomes we expect for our students. The skills and beliefs at the heart of the pure potential graphic pull together the Performing Arts values, the desirable attributes of a future employee and awareness of the world. Hillview believes in success and achievement beyond grades and highly values the breadth of character and experience that enables our alumni to stand out from the crowd and secure a successful role in the ever-changing modern world. Through our inclusive Hillview society, we actively develop and promote the independent learner and thinker, encouraging students to try, make mistakes and learn for themselves.

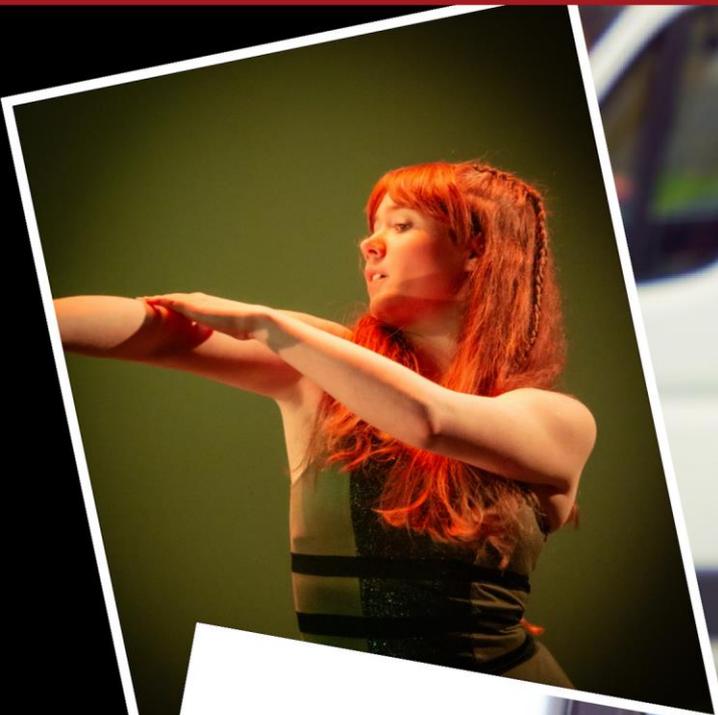
We help students develop a range of transferable skills from teamwork, leadership and independence through to communication, self-expression and time management. Our strong pastoral system ensures that behaviour is excellent and there is a relaxed but purposeful atmosphere throughout the school here young people can thrive and feel supported.

We have a vibrant, mixed Sixth Form that provides a variety of pathways for students to extend their learning, gain work experience with one of our many industry partners and prepare for university or work.

We were selected by Tatler Magazine as 'One of The Best State Secondary Schools In 2017'.

Further details of the school, including breakdown of performance figures, can be accessed through: [www.hillview.kent.sch.uk](http://www.hillview.kent.sch.uk)

Applicants are warmly invited to visit the school before applying.



**THE 2ND  
HIGHEST  
PERFORMING  
NON-  
GRAMMAR  
SCHOOL IN  
KENT**

# JOB DESCRIPTION

**Job Title: Senior Learning Support Assistant**

**Location: Tonbridge, Kent**

**Duration: Part Time**

Hours of work: 37hrs per week, term-time only, plus Insets, plus 1 week in the school summer break to prepare the department for the new academic year

Hillview Range 6, Point 10 - £25,893 (£23,081 actual pro rata salary)

Negotiable depending on qualifications and experience

A salary scale increase is pending

**Responsible to: Director of SEND/SENCO**

## **PURPOSE OF THE JOB**

To be responsible for assisting the SENCO to meet the needs of learners with a Special Educational Need or disability (SEND) in line with the SEN and disability code of practice:

0-25 years (2015) across all four areas of need.

This may involve planning, preparing and delivering learning activities for individuals/groups under the direction of the SENCO, in a range of contexts. At times you may be asked to plan and deliver sessions for whole classes on a short-term basis.

You will support the department through monitoring SEN students and assessing, recording and reporting on their achievement, progress, attendance and behaviour under the direction of the SENCO. You will be responsible for quality assurance for one key stage which will include liaising with teachers and LSA's to develop interventions and ensuring the accurate baseline, impact assessment and quality assurance on interventions run by LSA's.

You will provide support for students, the teacher and the school to raise standards of achievement for all SEND students by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.

## **MAIN DUTIES**

### **Support for Students**

- Understand the needs of students with SEND and use detailed knowledge and specialist skills to support their learning.
- Understand the behaviours exhibited by students with SEND and how to manage these, including profile-based de-escalation and incentive based learning.
- Attend and contribute to key stage pastoral support meetings as directed by the SENCO so that there is a collaborative approach to SEND.
- Plan and deliver specific projects, such as those to support learners to re-access mainstream education and undertake a cycle of planned home visits with student support managers as directed by the SENCO.
- Work within school procedures and policies to guide and safeguard vulnerable students.

- Quality assure interventions and classroom practice of LSA's as directed by the SENCO using a 360 approach which will inform the department performance management process.
- Provide duty desk support if and when needed.
- Devise and deliver interventions, adapted from teacher resources and other set resources to support the needs of students with SEN in line with SENCO direction.
- Use the assess, do, plan, review cycle (ADPR) as directed by the SENCO to ensure that interventions are regularly reviewed.
- Establish productive working relationships with all stakeholders: students, teachers, LSA's, student support managers and other colleagues, acting as a role model and setting high expectations for professional conduct
- Undertake SEN support meetings as required, including the creation of Personalised Provision Plans.
- Liaise with all stakeholders to share the Plans (Staff, students, professionals and parents).
- Support students consistently whilst recognising and responding to their individual needs. Including promoting inclusion in the classroom, encouraging students' interactions, promoting independence by recognising and rewarding achievement.
- Provide feedback to students, parents and teachers in relation to progress, achievement, behaviour and attendance.

#### **Support for Teachers**

- Motivate and progress students' learning by using clearly structured and interesting teaching and learning activities.
- Adapt resources from teachers and provide support to teachers to adapt resources for specific SEND learners as directed by SENCO.
- Organise and manage the learning environment, using the whole school behaviour policy and available resources.
- Within an agreed timetable, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans where needed. as appropriate. Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within a pre-determined lesson framework, teach small groups or whole groups of students.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self regulation /co-regulation as well as independence.
- Administer and assess/mark tests and invigilate exams/tests if required to do so.
- Production of lesson plans and materials if required to do so.
- Support at key revision sessions eg. Easter, as part of agreed hours.

#### **Support for the Learning**

- Adapt and Deliver local and national learning strategies from provided materials e.g., literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.

- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on deployment and use of specialist aid/resources/equipment.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- To be a key worker to an assigned group of students and to quality assure LSA keyworker sessions and record keeping, feeding this information back to the SENCO.
- To liaise with Student Support Managers to ensure the implementation of the student support system.
- To undertake other duties appropriate to the post that may reasonably be required from time-to-time.

### **Support of the School**

- Comply with and assist with the development of policies and procedures relating to child protection, behaviour, health & safety, security, confidentiality and data protection reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher and SENCO, to support achievement and progress of students.
- Attend and participate in regular meetings, such as Annual Reviews, community meetings as needed.
- Participate and deliver training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be responsible for the provision of out-of-school learning activities within guidelines established by the school and direction given by the SENCO.
- Support Learning Support Assistants during and following their induction period and take part in the recruitment process as directed by the Head of HR and SENCO.
- Support and guide other less experienced Learning Support Assistants' work in the classroom and when required lead appropriate training and coaching that is specific to them.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures as appropriate to the Learning Support department.
- Participate in staff meetings and training days/events as required.

### **Personal Responsibilities**

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging SEND staff and students to follow this example.
- Actively promote school policies and procedures.
- Be committed to and Responsible for your own continued professional development.
- Compliance with the school's Health & Safety policy including undertaking risk assessments and reviewing risk assessments routinely and as part of whole school planning for trips that include SEND learners. as appropriate.
- Adhering to the School's Safeguarding Policy.
- Attend parents evening to provide feedback on students' progress in interventions.
- Support the SENCO to complete assessments and paperwork requested by other professionals such as CAMHS, community paediatricians, educational psychologists, ASD-ADHD referral forms etc.

- Support the SENCO to complete paperwork for LIFT referrals and Education, Health and Care Needs Plans and assessments

## **PERSON SPECIFICATION**

### **Senior LSA Experience**

- Experience of working with children of relevant age in an educational setting.
- Experience of working with students with challenging behaviour and / or special educational needs / disabilities.
- Experience of developing and delivering support strategies and interventions.
- Experience of working as part of a team.
- Desired, experience of managing a team.
- Desired experience of invigilating exams.

### **Qualifications/Training**

- Excellent numeracy/literacy skills – equivalent to at least NVQ Level 2 in English and Maths.
- Hold relevant qualifications at A level or equivalent to at least NQF Level 3.
- Desired evidence of training and specialism in SEND.

### **Knowledge/Skills and Personal Qualities**

- Punctual
- Team player with the ability to relate well to young people and adults.
- Reflective practitioner, able to evaluate your own strengths and learning needs.
- Up-to-date knowledge of relevant policies/codes of practice/legislation.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principles of child development and learning processes and in particular, barriers to learning.
- Training and experience of de-escalation and behaviour management for children with SEND.
- Ability to plan effective actions for students at risk of underachieving.
- Understand range of support services and providers locally and nationally.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Show a personal commitment to safeguarding and promoting the welfare and rights of young people.
- Excellent interpersonal skills both in working relationship with young people and in forming effective professional relationships within a wide range of , including parents/carers . and external support agencies.
- Enthusiasm, drive and passion for SEND.
- Committed to high personal standards at all times.
- Ability to form and maintain appropriate relationships and personal boundaries with young people.

### **Desirable**

- Knowledge of current exam invigilation processes, rules and procedures.
- Knowledge of current JCQ regulations for exam access arrangements.
- An understanding of how to interpret standardised scores to inform student's areas of need.
- Knowledge of SIMs/Arbor or equivalent MIS systems.
- Driving Licence

# THE SEND DEPARTMENT

The SEND Department currently consists of the SENCO, two full-time Senior Learning Support Assistants (LSAs), five full-time Learning Support Assistants, one part-time Learning Support Assistant and two Administration. Staff are expected to take a full and active part in the wider life of the school with opportunities to accompany students on trips and participate in clubs. Staff also share the responsibility for maintaining the SEND department's profile through the school from Year 7 to 13. The SENCO and Senior LSAs have separate office and LSAs use the Learning Support classroom and staffroom for individual work and liaising with teachers.

We support students across all year groups with a variety of needs including students with Autistic Spectrum Conditions, Social Communication Disorders, Social Emotional and Mental Health needs, Dyslexia, Attention Deficit Disorder with and without hyperactivity as well as students with difficulties with memory and processing information. The LSAs have approximately ten to twelve key students who they work with closely and meet with at least once fortnightly to monitor and review progress and wellbeing. They also meet their key students' parents or carers regularly to review support and interventions, agreeing next steps and liaising with other staff to co-ordinate.

In lessons, LSAs support the teachers to scaffold learning, making sure work is accessible and adapted appropriately for all students with SEND. Outside of lessons, LSAs work with individual students and small groups to deliver intervention programs, support at breakfast, lunchtime and after school clubs. The Learning Support Team meets weekly to discuss all SEND students. There is a weekly slot reserved for bespoke training. There are twilights and INSETs throughout the academic year that provide time for whole school and department training as well as time to review the effectiveness of the department and to decide how we move forwards as a team. During exam periods, LSAs who have had prior training, invigilate and provide access arrangements for students who qualify for these. Being a friendly and reassuring face makes all the difference to our often anxious SEND students.

## The School

Hillview School for Girls is a Visual and Performing Arts Specialist School with the National Curriculum taught in Years 7-11 and A-Levels or equivalent offered in the Sixth Form. There is also The View which provides an alternative learning environment for students who need this in East Street, Tonbridge. SEND support is given to students across the school and in a variety of subjects working with different teachers.

## The Post

Applications are sought from those who love working with young people to help them recognise their talents, strengths and successes. The team welcomes confident and proactive members of staff who can build and foster great working relationships that lead students to engage positively in their learning and extra-curricular activities. The post offers an exceptional opportunity for the right individual to join a dynamic and inspirational SEND team in a school where all students are valued, rewarded and given every opportunity to thrive.



# THE APPLICATION PROCESS

A completed application form should be sent, by post or by email, to Mrs. A. Dennett (HR Manager)

[dennetta@hillview.kent.sch.uk](mailto:dennetta@hillview.kent.sch.uk)

Closing date for applications: Monday 19 May 2025

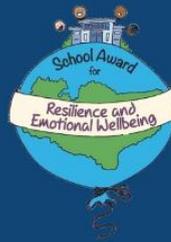
Interview date: To be confirmed



Pure Potential

- Curiosity
- Unity Creativity
- Empathy Respect
- Self-belief Aspiration
- Courage Communication
- Commitment Resilience
- Excellence Employability
- Reflection Responsibility

INSPIRATION  
INNOVATION  
INDEPENDENCE  
INCLUSIVITY





# CONTACT US

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