



# HINCHLEY WOOD SCHOOL

## INSPIRING LEARNERS

### Application Pack

### Learning Support Assistant



A Co-educational Comprehensive Academy for Students Aged 11-18  
Headteacher; Mr Ben Bartlett BA (Hons) MA (Educ Mgment)

*An Academy and Specialist Music College*



March 2018

Dear Applicant

**Re: LEARNING SUPPORT ASSISTANT**

**29 hours per week, term time only 38 weeks per annum**

**£11,387 actual annual salary.**

Thank you for your interest in joining Hinchley Wood School, within this pack you will find information about the school, subject department and the application process.

Our Learning Support Assistants play a vital role in assisting students with differing needs and abilities to maximise their potential and achievement. Ideally we are looking for someone with relevant experience of supporting the learning needs of children, and able to actively contribute to their learning, personal and social needs, while encouraging independence. Key duties will include advancing learning of identified students in a range of settings including working 1:1 and supporting within class.

A positive and flexible approach is essential. Other qualities required include patience, excellent communication and motivational skills, and being able to work collaboratively as part of a supportive team building good relationships with colleagues and students. Experience of supporting students with specific needs or relevant teaching assistant qualifications is advantageous although full training will be offered to the right candidate.

The hours of work are Monday – Thursday from 8.30 am – 3.00 pm and Friday 8.30am – 1.30pm, term time only. The full time equivalent salary range is £17,019 – £19,530 per annum. If you have further questions please get in touch, via email: [hmorey@hinchleywoodschool.co.uk](mailto:hmorey@hinchleywoodschool.co.uk)

Hinchley Wood is an inclusive and high achieving school in Esher, Surrey, celebrating student progress and development as well as academic achievement. We are one of the top 100 performing schools in terms of the progress our students make between the end of Key Stage 2 and their GCSEs, and highly sought after with 1,300 students on roll including 225 in our 6<sup>th</sup> form.

If you have a strong desire to help students achieve the best they can whilst fulfilling your own potential, we would very much welcome your interest. We offer:

- a competitive salary and performance progression;
- professional development support;
- two weeks' autumn half term;
- interest free travel loan;
- childcare and cycle to work salary sacrifice schemes; and
- membership of the Local Government Pension Scheme with generous employer contributions.



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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check. Staff and governors have also established a code of conduct, included within this pack, which applies to all members of the school community.

I look forward to receiving your application by Tuesday 17<sup>th</sup> April 2018 (noon), and appreciate the time taken to consider and apply for this post.

Yours faithfully

Ben Bartlett  
Headteacher



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## Background Information

Hinchley Wood School has a well-established reputation within the area for providing high quality education and excellent public examination results. This success is based on an approach which combines high expectations with sensitivity to students' individual needs.

In September 2011 Ofsted judged the school to be outstanding, highlighting the excellent progress all groups of students make as a key strength:

***“Hinchley Wood is an outstanding school – the students work exceptionally well together in this harmonious and cohesive community, and achieve outstanding outcomes.”  
(Ofsted, September 2011)***

In Summer 2017, 91% of pupils achieved 5 or more A\*- C 4+ grades at GCSE level and 86% achieved 5 or more A\*- C grades including Grade 4+ in the new English & Maths exams (equivalent to an old C Grade). This is an excellent result and sets a new school record. At A Level, 60% of students achieved A\*-B grades with 85% achieving A\* - C. 112 students left us at the end of year 13 with 94 students going onto higher education.

Well qualified and experienced staff work together to make this school a successful and happy community. We offer a rich, varied and stimulating curriculum as well as high class purpose built accommodation.

Particular importance is placed on recognising and rewarding individual achievement. Students are actively encouraged to participate in a wide range of artistic and sporting activities; many gain recognition at local and national level for their achievements. We have an enthusiastic and effective school council, a very active school sustainability group and a long-standing and popular tradition of student involvement in charity and community work.

We were one of the first schools in the country to be designated a Music College and to set up an education trust for the benefit of students. Trustees include representatives from local and international businesses, a university, a national charity and a local arts charity to help develop the creative potential of all students. In February 2012 the school acquired academy status. All of these initiatives have enabled us to offer a much wider range of learning opportunities to students.



Our effectiveness is dependent on developing good relationships with students and parents; the respect shown between staff and students is regarded as a particular strength of the school.

***“There is a highly positive ethos of behaviour for learning and achievement”  
(Ofsted, September 2011)***



## Location



### Hinchley

**Wood** is located on the borders of south-west London with good road and public transport links. The M25 and A3 provide convenient road links to other areas.

Hinchley Wood railway station offers a regular service to London Waterloo Monday to Saturday

at 06 and 36 minutes past the hour and to Guildford via Cobham at 01 and 31 minutes past. The K3 bus service links the school to the nearby towns of Surbiton, Kingston and Esher.

Hinchley Wood is approximately 4 miles south from Kingston upon Thames, a buzzing market town, with extensive venues such as multiplex cinema, leisure centre, an excellent regional shopping centre and a large selection of bars restaurants and night clubs. Surbiton, with regular fast rail links to London is 2 miles away and further south are the towns of Esher, Cobham and Walton upon Thames which offer a further selection of recreational facilities.

For more information regarding Hinchley Wood click on this link: <http://hinchleywood.org.uk/>





HINCHLEY WOOD SCHOOL  
INSPIRING LEARNERS

## **Mission Statement:**

### **'Mission Statement**

'Committed to sustainability – caring for ourselves, each other, the environment and the future.'

*...in order to take on the challenges of an ever competitive and changing world. All students will develop creative and entrepreneurial skills, be financially aware and able to use technology in all aspects of their lives. They will take an interest in and contribute to a wide range of creative, artistic and sporting activities.*



### **Vision**

**To inspire all students to be ...**

#### **Confident**

Have self belief, communicate clearly in any situation

#### **Considerate**

Respect others' views and values

#### **Determined**

Work hard to achieve the highest possible standards in all aspects of life

#### **Enthusiastic**

Willing to learn from mistakes and maintain a positive outlook

#### **Independent**

Take responsibility for themselves and their learning



## Key Principles

The governors are committed to securing the well-being of all members of the school community by creating a safe, secure and stimulating learning environment. This code sets out the key principles which govern the way in which we work together; it draws on guidance, the Equality Scheme and a range of school policies.

The code underpins the school's behaviour policy which includes guidance on the way in which the school promotes positive attitudes to learning, good relationships with all members of the school community and strategies to tackle discrimination, harassment and bullying. We are committed to ensuring the welfare of all students. Vulnerable students, including looked after children, those with SEN, physical or mental needs, will receive behavioural support according to their needs.

### **All members of the school community including students, staff, parents, governors and visitors should:**

1. Have high expectations of themselves and of others.
2. Treat one another with dignity and respect at all times.
3. Display the characteristics they want others to show including honesty, patience and a genuine concern for others.
4. Recognise others' achievements.
5. Respect the boundaries in their relationships with each other and not abuse their position or age by:
  - entering into inappropriate relationships
  - committing such acts against an individual which are illegal, e.g. physical assault, harassment
  - undermining, bullying or intimidating any other member of the school community
6. Work within set deadlines and arrive on time for meetings, lessons and events.
7. Take into account others' work pressures and commitments.
8. Dress in an appropriate manner as set out in the school's dress/uniform code.
9. Ask for support whenever needed.
10. Report incidents or actions of others which they feel threaten the welfare and security of any member of the school community.



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## Department Information

### Special Educational Needs and Disability (SEND)

At Hinchley Wood School we are committed to the achievement of all of our students. We are an inclusive school which strives to meet the needs of all learners regardless of any additional learning needs. Our aim for children with special educational needs and disabilities is as written in the SEND Code of Practice (2014) which is for “all children and young people (to) achieve well .... at school and in college, and lead happy and fulfilled lives.” As such, the SEND department is an integral part of the wider Hinchley Wood School community.

The SEND department comprises of the SENDCo, the SEN administrator and 9 learning support assistants (LSAs), some of whom are part-time. There is a blend of experience and expertise amongst the SEND team, who all work together to form a committed, collaborative and supportive team.

The number of students on the SEN Register are lower than many other comprehensive schools of comparable size, averaging just 15 per year in Years 7 to 11. This enables the SENDCo to plan individual support which is bespoke to the students’ needs. All students on the SEN Register have an Additional Needs Profile, which is given to each class teacher and is saved on the central system. These help teachers to differentiate specifically for these students, and help the students to achieve and be successful.

The SEND department plays a key role in planning for and providing additional support for SEND students, with the vision that all SEND students will make at least expected progress. The most recent GCSE exam results showed that Progress 8 and Attainment 8 scores for those students with EHCPs were very positive; Progress 8 and Attainment 8 outcomes for the identified SEN K students is an area for further development.

The School operate a Transition Class is to help students coming into Year 7 develop the basic social, literacy and numeracy skills needed to succeed at Hinchley Wood School. Typically, students will be admitted to this group when we believe their literacy and/or numeracy skills need additional support in order for them to achieve to the best of their ability. There are normally 13-15 students in the Transition Group. The goal is for all Transition Group students to move into mainstream mixed ability classes by the end of Year 7.

We also have the NAS Cullum Centre based within the School, which provides specialist provision for students with autism. Please refer to our website for further information on the NAS Cullum Centre. The SEND department accommodation is located in Lower Thwaites, which is a separate building to the main school. This is purpose built, and has been recently renovated. It comprises a classroom (with an interactive whiteboard), three small tutorial rooms, an office, and a kitchen. There is ICT access in all rooms. Other departments in Thwaites include the MCC (our student support base), Geography and History.

More information on SEND at Hinchley Wood School, including the SEND policy, can be found on the school website.





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## Why join Hinchley Wood School?

Hinchley Wood School offers a positive and innovative learning ethos supported by students, staff, parents and governors. We value our staff and the professionalism and experience they bring to the school, and wherever possible we have tried to anticipate and build in holistic support, we offer:

- Two week Autumn half term
- A minimum two week break over the Christmas period.
- Early finish to the school timetable on Fridays.
- Complimentary tea and coffee every day and a fully equipped and pleasant staff room.
- Parking on site
- Free lunch and refreshments on INSET days.
- Free lunch for colleagues if they are staying later to attend parents' evenings.
- Free use of our on-site gym before and after the school day.
- Consideration for time off for celebration of close family events eg child's nativity play, graduation etc.
- Every Colleagues Matters – a group to represent and discuss staff matters.
- A supportive Staff Association which covers a range of events including provision of end of term food and drinks and sending small gifts to colleagues at times of celebration or loss.

### **Job Satisfaction and Progression**

HWS has a very good record of staff retention & job enhancement opportunities, we offer a pleasant and supportive working environment and have established excellent staff:student working relationships. To improve working environments for staff we are committed to an on-going programme of investment. Over the last year this has included a rolling programme of classroom and corridor decoration, Premises, ICT and Science Preparation Room and Curriculum offices.

### **NQT and Post NQT programme**

We have a successful and established programme of support for newly qualified teachers, and those in their second year of teaching. This includes regular support meetings, a dedicated mentor, CPD sessions including a residential weekend and NQT support network.

For NQTs joining HWS we offer a 'Golden Hello' for NQTs in shortage subject areas (up to £750 at the end of each of the first two years).

### **CPD**

We have an excellent CPD programme and many opportunities in school for staff to extend their professional knowledge and develop their skills. As a result, we have a very good record of staff gaining internal and external promotions and sharing good practice across departments.

There is a warm convivial atmosphere among the staff and mutual support between teaching and associate staff to ensure effective teaching and learning and the best outcomes for our students.

Staff have opportunities to work on cross curricular projects with students and colleagues, and this is actively encouraged.



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### **Wide range of educational visits and extra-curricular activities**

Staff are able to assist on a number of day/residential visits to extend their own experience and support students' personal growth and also encouraged to get involved in extra curricular clubs. These have included:

- Trips as part of curriculum enhancement eg New York, Auschwitz, Paris
- Skiing
- Duke of Edinburgh – Bronze, Silver, Gold
- World Challenge trips (we have visited many countries including India, Namibia and Uganda)
- Combined Cadet Force
- Various sports clubs including tennis, hockey, football, rugby, netball and athletics.

### **Secure School Finances**

In this time of uncertainty within education, the school is well placed to weather the storm including:

- Robust school finances during a period of much financial uncertainty
- 1% pay rise approved each year to date
- Performance Related Pay outcomes funded

### **Other Benefits include:**

- Cycle to Work and Childcare Salary sacrifice schemes
- Reduced rates at local service providers, eg Colets Health Club, Esher Tyre and Exhausts, Tolworth Recreation Centre.
- Membership of either of the following pensions schemes, including a generous employer contribution;
  - Teachers Pension Scheme
  - Local Government Pension Scheme
- Occupational Health support.



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<b>JOB DESCRIPTION :</b>	<b>LEARNING SUPPORT ASSISTANT</b>
<b>RESPONSIBLE TO:</b>	<b>SENDCo</b>
<b>IMPORTANT FUNCTIONAL RELATIONSHIPS:</b>	<b>Teachers and Learning Support Colleagues</b>
<b>GRADE:</b>	<b>10 - 14</b>
<b>HOURS:</b>	<b>As per contract</b>

#### **Job purpose**

- Supporting access to learning for identified students under the direction of the Special Educational & Disability Needs Coordinator in order to maximise achievement.
- Contribute to the learning, personal and social needs of identified students, while encouraging independence.

#### **Job specification**

- To establish and maintain good relationships with all students, colleagues and other professionals.
- To act as a role model, setting high standards and expectations.
- To support a specific student or group, as required. On an ad hoc basis to withdraw with student/s from class to work on a specific task, as directed by class teacher.
- Supervise and assist students to concentrate on and finish the work set.
- To establish clear guidelines with staff and students regarding the kind of support to be provided.
- To identify, from SENDCo and student files, needs of each student and respond with appropriate support.
- To be flexible to the varying needs of each supported student and to review this from time to time with the SENDCo.
- To prepare appropriate materials and resources, for use in the classroom and within the department.
- Liaise with line manager and appropriate teaching staff to ensure support is targeted, effective and efficient.
- Assist students to learn as effectively and independently as possible, both in group situations and on their own, such as clarifying and explaining instructions, helping with organisational skills, encouraging use of resources etc.
- Utilise ICT effectively to support learning activities.
- Motivate and encourage students, and help them to develop their self-esteem, interaction and friendship with others.
- Maintain records of supported lessons including student progress, achievement and problems, and provide verbal and written feedback as required.
- Contribute to student reviews as required, eg setting targets and annual reviews.
- Support teaching staff in respect of planning, preparation, assessment and administration.
- Assist in escorting students on educational visits and participate in extra-curricular activities as required.
- Support students with internal and public exams as appropriate.



- To give appropriate pastoral care (not counselling) as directed by the SENDCo.
- Attend relevant meetings and training sessions.
- To carry out administrative tasks within the department as required
- Understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## **General**

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff members participate in the school's performance management scheme



## PERSON SPECIFICATION - LEARNING SUPPORT ASSISTANT : PERSON SPECIFICATION

<b>Qualifications and Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Studied to a minimum standard of GCSE (grade A*–C) or equivalent, in English and maths.</li><li>• Experience of working with children/young people</li></ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"><li>• Further education</li><li>• Qualification related to supervising student activity.</li><li>• First Aid Qualification</li></ul>
<b>Knowledge and Skills</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Good verbal and written communication skills appropriate to the need to communicate effectively with students, colleagues and other professionals.</li><li>• Ability to work constructively as part of a team, understanding school roles and responsibilities including own</li><li>• Good standard of numeracy and literacy skills</li><li>• Ability to use basic ICT packages and equipment effectively</li><li>• Ability to absorb and understand a wide range of information</li></ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"><li>• Working knowledge of behaviour management strategies.</li><li>• Understanding of child development and learning principles.</li><li>• Knowledge of requirements regarding curriculum delivery and learning strategies</li></ul>
<b>Personal Qualities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Ability to build and form good relationships with students and colleagues.</li><li>• A diplomatic and patient approach</li><li>• Able to deal appropriately with confidential information/situations</li><li>• Able to follow direction from line manager</li><li>• Efficient and meticulous in organisation.</li><li>• Able to form good relationships with students, staff and service users.</li><li>• Initiative and ability to prioritise one's own work.</li><li>• Desire to enhance and develop skills and knowledge through CPD.</li><li>• Commitment to the highest standards of child protection and safeguarding.</li><li>• Recognition of the importance of personal responsibility for health and safety.</li><li>• Commitment to the school's ethos, aims and its whole community</li><li>• Recognition of the importance of personal responsibility for health &amp; safety.</li></ul>



## The Application Process

Please download, complete and return the application form by the closing date specified. This can be emailed to the address below or sent by post to:

Personnel Department  
Hinchley Wood School  
Claygate Lane  
Esher  
KT10 0AQ

For further information please contact Heather Morey on 020 8339 3902 or via email [hmorey@hinchleywoodschool.co.uk](mailto:hmorey@hinchleywoodschool.co.uk)

Hinchley Wood School is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced check by the Disclosure and Barring Service (DBS).

