



**Rosebery School**

Excellence. Endeavour. Opportunity.

# **Learning Support Assistant**

## **Recruitment Pack**

**Closing Date: 20<sup>th</sup> June 2017 at 12:00 Noon**

Dear colleague,

Thank you for your interest in working at Rosebery School, a popular and over-subscribed 11-18 comprehensive girls' school with 1470 students, including 280 in the Sixth Form. We achieve outstanding outcomes for our students as a result of our clarity of purpose, our commitment to individual support and the hard work undertaken by all members of our community, including our students who are a delight to work with.

Rosebery School enjoys a very positive working environment and many staff remain with us for lengthy and progressive careers. We pride ourselves on developing individuals through a comprehensive Continuing Professional Development programme and we aim to create opportunities for all colleagues to follow a pathway into leadership, if they wish. In a recent staff survey 100% of respondents said that Rosebery School is a good place to work and that the school is well led. As with all educational organisations, we have high expectations of those who are employed here and in return we provide a supportive and interesting atmosphere within which to work and a full range of staff benefits.

At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning, and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.

If you would like to see the school in action we warmly invite you to arrange to visit us and this can be arranged by contacting my PA Mrs Ali Stuart any time before the closing date [AStuart@rosebery.surrey.sch.uk](mailto:AStuart@rosebery.surrey.sch.uk) . Alternatively you will find more information about us on our website [www.roseberyschool.co.uk](http://www.roseberyschool.co.uk) .I very much hope that you will decide to make an application and I look forward to meeting you.

Ros Allen  
**Headteacher**

## **Information about the School**

Over the last three years Rosebery School has been placed in the top 100 non-selective state schools in the country for our GCSE exam performance and this year saw another improvement with 89% of students achieving A\*-C in English and Maths at GCSE and 60% of students achieving A\*-B at A Level.

New members of our team have an opportunity to make a considerable impact on the future direction of this already highly successful, oversubscribed and vibrant girls' Academy. Over the last three years we have been placed in the top 100 non-selective state schools in the country for our exam performance and 2016 saw another improvement in results.

The school achieved a Progress 8 score of 0.42 and an L3VA figure of 0.13 in 2016, placing us in the **top 11% of schools for GCSE** and in the **top 16% of schools for A Level**. Our approach with disadvantaged students has been acknowledged by the DfE and by the award of the Inclusion Mark. In 2013, Ofsted graded the school as Good in all areas. However, there is still much to do. We are fortunate that our girls want to learn and we enjoy the support of our parents, who rightly have high expectations of our work with their daughters.

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The responsibilities of our positions are significant, but our staff are well-supported. As a new member of staff you will be assigned a mentor, and your Line Manager will meet with you regularly to offer support and guidance. Our Leadership Team maintains an open-door policy and as a staff we seek to work collaboratively to share good practice and to offer mutual support.

Our coaching programme for which we have been awarded the Gold Coachmark which exemplifies our approach to personal and professional development. All staff follow a personalised professional learning programme which includes the opportunity to complete a Masters with St Mary's University Twickenham, to carry out Research and Development with the NFER, or to engage in over 50 twilight training sessions across the year, including several on securing personal well-being, run by an external coach and an Aspiring Senior Leader programme run by the Headteacher.

Working at Rosebery is challenging and stimulating and you will be joining us at a very exciting stage of our development where you will be able to **make a real difference** to the way we deliver education for our students.

## **Ten very good reasons to join the staff at Rosebery School**

1. **Our students are a joy to work with and achieve outstanding results at every key stage.** We have been in the top 100 schools for our GCSE results, including those achieved with disadvantaged students, for the last 3 years. The school achieved a Progress 8 score of 0.42 and an L3VA figure of 0.13 in 2016, placing us in the **top 11% of schools for GCSE** and in the **top 16% of schools for A Level**. Please do take a look at our latest school performance figures on our website.
2. **We are a diverse and inclusive community** whose members treat each other with respect and kindness. The assessment which led to our award of the Inclusion Mark, highlighted the excellent behaviour of our students, the fantastic support and intervention provided for students by a compassionate and talented staff and an embedded culture in which individuals can grow and flourish.
3. **A personalised professional learning programme** is in place for every member of staff including coaching, mentoring, membership of a Teaching and Learning Community, a menu of over 50 twilight sessions, Teachmeets, Research and Development projects and two Masters programmes led by the Institute of Education and St Mary's University. The award of the Gold Coachmark highlights the quality of the coaching programmes on offer to staff led by our coaching team, which over half the staff have opted to join. All NQTs join us at the end of June prior to their first term in teaching and we carefully plan induction for all staff.
4. **Many staff members have been internally promoted.** As a large school we are able to offer additional responsibilities to colleagues every year, some with incentive allowances attached and some with time. As a result many staff have been internally promoted, including onto the Leadership Team. Every term a number of Middle Leaders are invited to join the Extended Leadership Team on a rotational basis to extend their experience.
5. **Close collaboration** with our feeder primaries and neighbouring secondaries ensures that there are many opportunities to work with colleagues in other schools, and to become involved in our school to school support programme.

6. **We lead the Glyn Surrey SCITT, as well as being a partner in the Glyn School and Coombe Girls' Schools Teaching Alliances** and have been identified as a Beacon School for training by Roehampton University. Colleagues, therefore, have the opportunity to lead training for trainees across the local area, or to benefit from the vast experience of our mentoring team who support the large number of School Direct and PGCE trainees who come to Rosebery each term.
7. **Children of staff are given priority in our admissions policy.** Children of staff who have been employed by our very over-subscribed school for two years or more are given priority in our Admissions Policy over those applications from 'nearest school'.
8. **Our Leadership Team has an open door policy** and believes in the importance of getting into classrooms to support teaching and learning. Members of the leadership team are accessible to all staff and students. There are many opportunities for staff to influence the strategic direction of the school through the Staff Consultation Group and numerous working parties which address specific issues, including staff well-being and work-life balance.
9. **We employ cover supervisors and dedicated administrative support staff** to ensure that teachers at Rosebery are able to use their non-contact time for planning, marking and feedback.
10. **There are many extra-curricular opportunities** for colleagues and students. Our staff sports club on a Friday afternoon is very well attended in our Sports Hall, our well-equipped fitness suite and sometimes on our local golf course! Places are always offered to colleagues to join trips to China, the Alps, Spain, America, CERN and Germany and our staff inspire our youngsters to participate in a huge number of activities including clubs and fixtures in all sports, the Duke of Edinburgh Award, the National Citizen Service, the annual school production, Amnesty International, Maths Challenges, Rotary Young Chef of the Year, our space balloon project, Rag Week, our Summer School, House Challenges, International Day of Languages, Young Enterprise and many more.

## Job Description: Learning Support Assistant

### Our Mission : Excellence : Endeavour : Opportunity

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<b>Post:</b>	Learning Support Assistant
<b>Team:</b>	SEND
<b>Responsible to:</b>	SENDCo
<b>Hours:</b>	29.65 hours a week 39 weeks of the year (8.15am to 3.00pm).
<b>Grade:</b>	Rosebery A7 -12 £16,647 – 18,259 pro rata (Actual £11,638 - £12,765)

**Job purpose:** To support students with additional educational and physical needs to access the curriculum within a classroom setting by offering differentiated support relevant to the students' individual needs. To support students with physical needs to access the school environment and learning.

#### Key responsibilities

The key responsibilities are set out below. The tasks outlined simply serve to indicate the range and type of possible duties involved. The tasks do not constitute an exhaustive list. During the course of the year, the amount of time spent on any one area of work may vary considerably and will be directed by the needs of the school at the time under the direction of the post holder's Line Manager.

- Support students' learning in the classroom so that they accelerate their progress.
- Develop an understanding of the specific needs of students with Special Educational Needs.
- Communicate effectively and sensitively with teachers and students.
- Help students develop their personal, emotional, cultural, moral and organisational skills.
- During examination periods, provide support for students entitled to concessions.
- Complete 1:1 or small group interventions as directed by the SENCO
- Contribute to the monitoring of student progress, record keeping and reporting to parents.
- Keep informed of developments in the role of LSA and to take opportunities to attend appropriate training.
- Support students' social and medical requirements. This may include taking students on school journeys and visits.
- Maintain confidentiality with regard to information gained in the course of professional duties.
- On occasion, supervise students who have been sent out of lessons. This supervision is normally in hourly slots and is not a regular occurrence.

### **Whole school responsibilities**

- Participate in the discussion of whole school policies and to participate in the implementation of school policies and practices.
- Actively pursue professional development.
- Work collaboratively across departments with colleagues and students to ensure the school operates as effectively as possible to achieve its aims.
- Undertake reasonable additional tasks as required to support the needs of the school.

### **Work Context**

- The post holder needs to be aware of safety issues and perform all duties whilst adhering to safety standards. The post holder will work under the direction of the post holder's Line Manager but will be required to use initiative and be capable of self-directed work.
- The post requires use of ICT in and outside the classroom and the post holder is responsible for undertaking his/her own DSE assessment.
- The post holder will be required to maintain a strict level of confidentiality.
- The post holder is not required to be responsible for any budget or expenditure but will be expected to make a contribution to cost effectiveness through the role undertaken and management of school resources.
- The post holder is required to be professional and business like at all times and maintain professional relationships with colleagues, students and parents.
- We expect all members of our community to demonstrate respect, honesty and kindness and to believe in the limitless potential of people.
- This profile reflects the policies of the Governors of this school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

*We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow our procedures. You will receive appropriate training in Child Protection and Safeguarding.*



## Person Specification: Learning Support Assistant

	<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Q1	Level 2 or above in English (eg GCSE At grade A* to C) or able to demonstrate equivalent level of ability	✓	
Q2	Level 2 or above in office skills (word processing, spread sheets, databases) or able to demonstrate equivalent level of ability		✓
Q3	Level 2 or above in Numeracy or able to demonstrate equivalent level of ability	✓	
Q4	SEN related qualifications		✓
	<b>Experience</b>		
E1	Experience of participating in teams		✓
E2	Experience in the use of the Microsoft package	✓	
E3	Experience of supervising groups of young people		✓
E4	Experience of working in a team and supporting colleagues to meet workload demands and deadlines		✓
E5	Experience of working with young people	✓	
E6	Experience of working with students with SEN		✓
E7	Experience of working with students with English as an additional language		✓
E8	Experience of using sims or another information management systems		✓
	<b>Knowledge/Skills/Abilities</b>		
K1	Ability to engage young people in a positive way	✓	
K2	Ability to communicate effectively and clearly with a wide range of people	✓	
K3	Excellent interpersonal skills and the ability to earn confidence and respect of staff pupils and parents	✓	
K4	Ability to accurately enter and retrieve data information from information systems	✓	
K5	Ability to prioritise and meet deadlines	✓	
K6	Ability to use initiative and be innovative in resolving issues	✓	
K7	Ability and willingness to work as part of a team	✓	
	<b>Other</b>		
	<p>To be able to demonstrate how a commitment to the following areas has been applied in the workplace :</p> <ul style="list-style-type: none"> <li>✓ Personal development &amp; training</li> <li>✓ Equality &amp; diversity</li> <li>✓ Safeguarding and promoting the welfare of students</li> <li>✓ Personal responsibility for Health and Safety</li> </ul>	✓	

## **About the Department**

### **The role**

The SEND team has a high profile within the school because of our inclusive ethos, as outlined in *The Rosebery Way*, which seeks to ensure no child is left behind. The needs of our SEND students have a high profile, to ensure that staff have the highest expectations of the progress and attendance of SEND students and staff are confident about who best to support these students.

### **The Team**

The SENDCo leads a team of 3 HLTAs who are attached to English, Maths and Science and 8 LSAs who work across the school, some of whom are part time. Members of the SEND department work very closely with the teaching staff and it is this collaborative ethos has been critical in the delivery of highly appropriate and successful support for our students with additional needs. There is also an administrator who works closely with the department.

### **The students**

The number of students on the SEN Register is lower than many other comprehensives of comparable size, averaging 15 students per year in Years 7 to 11. This means that the SENDCo is able to plan individual support very carefully and can provide very precise information via student one page profiles to teaching staff to ensure that teachers and learning support assistants can differentiate specifically for the needs of these students so that they can achieve and be successful.

### **The facilities**

The SENDCo department is based in a specialist space which has an area for small group teaching and break out space for 1:1 support. This area is also used at break and lunchtimes as a 'safe space' where vulnerable students can meet or sit quietly, something which has had a significant impact on the well-being of these students.

More information on SEND at Rosebery, including the SEND policy can be found on our school website

## **Staff Benefits at Rosebery School**

Members of staff at Rosebery School enjoy the following benefits:

- ✓ Local Government Career Average Pension Scheme
- ✓ Life Cover
- ✓ Regular reward and performance reviews
- ✓ Access to a free and strictly confidential counselling support line and face to face sessions if deemed appropriate
- ✓ Priority admission for the children of members of staff with two or more years of service
- ✓ Free parking on site
- ✓ Access to local discounts and services
- ✓ Option to sign up for our flexible benefits programme which includes
  - Childcare Voucher scheme
  - Cycle to Work Scheme

## **How to Apply for the Role**

To make an application for the role, please download a copy of our application form and Equality Monitoring form. The forms should be saved under new file names before editing.

Your completed application should include the following documents:

- Fully Completed Application form
- Equality Monitoring Form

**Please complete and return the application form by the closing date which is 20<sup>th</sup> June 2017 at 12:00**

**Noon.** It should be emailed to [jobs@rosebery.surrey.sch.uk](mailto:jobs@rosebery.surrey.sch.uk) or sent by post to the main school address for attention of Mrs Carrie Woodville, HR Manager.

It is important that you explain clearly in your application why you are applying for the role and how you have been equipped for it by your experience and qualifications. If you have been shortlisted for interview we shall contact you soon after the closing date. Please ensure we have a daytime number or email address so that we can get in touch to make the necessary arrangements.

## **References**

When providing details of referees applicants must provide two references. One reference should be from your current employer or if unemployed, your last employer. Where possible references should be from separate sources and not from the same organisation or employer. In the case of school leavers, the reference should be from your Head Teacher. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form.

## **School Recruitment Policies**

### **Safeguarding**

Rosebery is fully committed to safeguarding. If you are invited for interview you will be required to provide original documentation to prove your identity (e.g. passport, driving licence, P60/45) and original exam qualification certificates. Successful applicants will be required to complete a disclosure form to enable an enhanced DBS check to be undertaken. Information from the DBS check will be held in strict confidence. You will also need to provide proof of your eligibility to work in the UK and complete a Medical Declaration and receive fitness for work.

### **Data Protection**

Should you be unsuccessful with your application the School will confidentially destroy your Application Form after six months of its submission. If you are successful in your application this information will be kept securely as part of your personal employment record.

### **Equality and Diversity**

Applications are welcome from all sectors of the community. No job applicant will be treated less favourably because of his or her sex, race, colour, ethnic origin, age, marital status, disability, religion or belief, sexual orientation, or by any other condition or requirement that cannot be shown to be justified.

In order to help us ensure that this policy is being carried out, please complete the information required on the Equality & Diversity Monitoring Form. This form will be separated from the application form on receipt and used for monitoring purposes only. It will not form part of the interviewing and selection process. Any information provided on the Equality & Diversity Form is treated as 'sensitive' data. The monitoring of this data will enable the school to be aware of the makeup of its employees so it can then support, help and provide advice to employees where needed.