Learning Support Assistant (ASC) Ignis
Recruitment Information Pack



Stanley Park High
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Igniting a Passion for Learning

Learning Support Assistant (ASC) Ignis
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Dear Candidate

Thank you very much for your enquiry regarding the position of **Learning Support Assistant (ASC) Ignis** at Stanley Park High. This key position has recently become available and the Governing Body, together with the students, parents and staff, are seeking a talented individual who has the qualities to '*Ignite a Passion for Learning'*.

Stanley Park High is a flourishing and vibrant community school for students of all abilities, housed in a state of the art building with facilities that fully meet the demands of learning in the 21st Century. We retain an absolute focus on our belief that excellent relationships are vital to achieving effective learning and we are a Lead School for Human Scale Education. Consequently, we value 'small'. To this end Stanley Park High operates a 'Schools within Schools' model, whereby most of our 1100 students are divided in three smaller communities: Performance, Trade and World. Our fourth community, Horizon, supports the learning of students with ASC.

The School has recently been awarded 'Secondary School of the Year' by the TES and in November 2015 we received Ofsted recognition for our commitment to a student-centred school, with inspectors grading our school 'good' with personal development, behaviour and welfare of students rated 'outstanding'. The report described us as "innovative and imaginative where pupils are very successfully prepared for their future lives." Inspectors also noted that "practically all students respond to the school's motto of **'Igniting a Passion for Learning'**. This is done by blending positive relationships, in small class sizes, with an exciting curriculum.

Our innovative and responsive curriculum ignites the learning experience of all our students. In Years 7 and 8 all students learn our unique competency based 'Excellent Futures Curriculum' alongside English, Mathematics, Science, PE and MFL. From Year 9 to Year 13 our offer is extremely responsive to the passions, interests and aspirations of our students. It enables them to combine the broad range of core subjects with significant specialist option choices that prepare them for further study, as well as practical skills for life and work.

Our learning and teaching is guided by several key principles. Notable amongst these are that learning should be experiential, enquiry based, practical, authentically assessed and related to real life. The quality of this Learning and Teaching is recognised by Universities and Teacher Training Institutions, who regularly seek our assistance in educating the next generation of teachers. We are committed to continuing professional development and are part of a local training school alliance due to the excellence of our work in this area.

We believe that this post provides an excellent opportunity for a talented individual to be a part of a school willing to take risks, push the boundaries in developing an innovative approach and, as a result, is viewed as an evolving success story.

We very much look forward to receiving your application.

Yours sincerely,

Mr David Taylor
Executive Headteacher

Ms Carol Symons
Associate Headteacher

Vision

Igniting a Passion for Learning

Every member of Stanley Park High will have:

- Ambition, commitment, resilience and perseverance
- Confidence to take risks
- An ability to organise and present themselves effectively
- Intellectual curiosity
- Imagination and creativity
- Initiative and self-motivation to learn independently and with others
- Optimism for a future in a rapidly changing world

The Application Process

We hope that this application pack and our website **www.stanleyparkhigh.org.uk** 'Ignites a Passion' sufficiently in you that you feel it important to apply for this post.

Please visit our website for an application form. Please ensure that you respond fully to the Person Specification and that your Personal Statement does not exceed two sides of A4 Arial Size 10. Our preferred method of application is by email to **recruitment@stanleyparkhigh.org.uk**

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

If you have any questions regarding any aspect of the application process or need additional information please contact Miss Horrigan on **recruitment@stanleyparkhigh.org.uk**

Please note that recent applicants for this role need not apply

Closing date for receipt of applications: Thursday, 12 January 2017
Interviews to be held week commencing: 23 January 2017

Learning Support Assistant (ASC) Ignis

Immediate start

Salary Scale APT&C 4/5 (£19,719 point 18 to £24,267 point 25)
Pro rata (£16,859 point 18 to £20,748 point 25) depending on LG service and experience
36 hours per week Term time plus 5 inset days

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The School has recently been awarded 'Secondary School of the Year' by the TES and in November 2015 we received Ofsted recognition for our commitment to a student-centred school, with inspectors grading our school 'good' with personal development, behaviour and welfare of students rated 'outstanding'. The report described us as "innovative and imaginative where pupils are very successfully prepared for their future lives." Inspectors also noted that "practically all students respond to the school's motto of **'Igniting a Passion for Learning'**. This is done by blending positive relationships, in small class sizes, with an exciting curriculum.

We are seeking to appoint an enthusiastic individual with experience of working with students with ASC to join our friendly and supportive team of dedicated professionals based in our Ignis Opportunity base.

Do you have:

- experience of working with students with ASC, in either mainstream, an opportunity base or a special school
- the skills to form excellent working relationships with all individuals
- excellent numeracy and literacy skills
- excellent communication skills
- a relaxed demeanour

Are you able to:

- be an effective team player
- work on your own initiative
- be adaptable

We can offer you:

- excellent continuing professional development
- the job satisfaction of knowing you have made a difference to our students

Hours: The normal hours of duty will be 36 hours per week (with a 40 minute unpaid lunch break each day); typically the working pattern will be similar to below:

Monday 08:00 – 15:50
Tuesday 08:00 – 15:50
Wednesday 08:00 – 15:50
Thursday 08:00 – 16:00
Friday 08:00 – 15:50

It may be necessary to vary this pattern on certain occasions during the year.

Probationary Period: New employees to the school will be required to satisfactorily complete a six-month probationary period of service.

If you are interested in applying for this role, please visit our website **www.stanleyparkhigh.org.uk** for information and application documents. Our preferred method of application is by email to **recruitment@stanleyparkhigh.org.uk**

Please note that recent applicants for this role need not apply

Stanley Park High is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, medical clearance and enhanced checks carried out by the Disclosure and Barring Service.

JOB DESCRIPTION

Job title: **Learning Support Assistant (ASC) Ignis**
Responsible to: **Teaching / Senior Staff**

To work under the direct instruction of teaching/senior staff in order to support access to learning for students within the Ignis ASC Base.

Support for Students

- Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first-aid and welfare matters.
- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal care Programmes.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students, encouraging them to interact with others but also to act independently where appropriate.
- To work with students providing in-class and withdrawal support for both individuals and small groups of students.
- Work with and act upon guidance provided by colleagues and other professionals, such as the Speech and Language Therapist and Educational Psychologist, amongst others.
- Provide support for students with personal, emotional, social and behavioural problems, e.g. by giving time to listen to their concerns to enable students to feel valued and respected.
- Develop students' cognitive skills by reinforcing concepts or terminology or discussing a query raised by individual students, enabling them to understand the subject matter and task at hand.
- Develop students' problem solving skills by providing opportunities for developing investigative skills and encouraging students to use a variety of information sources and seek a range of solutions.
- Encourage, and support where necessary, all students within the Ignis ASC Base to take part in the extra-curricular life of the school.
- To monitor and record progress of students and write reports on statemented students as necessary.

- To work with all staff as a mentor with individual students to provide 'solution focused' activities to overcome barriers to learning, both inside and outside school and thereby assist them in achieving their full potential.

- Assist in the overall raising of standards and achievements for students with ASC through raising students' self- esteem, expectations and aspirations.

- To provide support in the further development of students' social skills.

- To supervise students at break, lunchtime, before and after school in a variety of settings, whilst managing social and behavioural issues.

- To provide support and guidance for students in their use of ICT.

Support for Teacher

- Prepare classroom as directed for lessons and clear afterwards.

- Support and help to maintain a purposeful, orderly, safe and supportive environment, in accordance with lesson plans.

- Use and evaluate strategies, in liaison with the teacher, to support students in achieving learning goals.

- To lead individuals and small groups of students, under the teacher's direction, including preparation of resources, delivering differentiated material and marking where required.

- To lead the class during the absence of the teacher, including delivering lessons, organising work and resources and marking.

- Assist with the planning of learning activities.

- Support the teacher in managing student behaviour, reporting difficulties as appropriate. This may include actively removing a student from a lesson or encouraging successful strategies for withdrawal.

- Gather/report information from/to parents/carers/students/teachers as directed.

- Administer routine tests, invigilate exams and undertake routine marking of students' work.

- Support and complement the work of subject leaders by utilising administrative time to complete the following:
    1) Responding to individual needs by personalising resources for an individual or small group;
    2) Assisting with assessing, recording and reporting (including verbal feedback to teachers and, on occasions, parents regarding student progress and attainment).

- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Contribute to the vision and ethos of the school.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and 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.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Maintain high standards in terms of personal presentation, attendance and punctuality.

Supervision Arrangements

The School will determine supervision arrangements in line with current management structures and the needs of the job.

4. Equal Opportunities

You will, at all times, carry out the duties and responsibilities of the post with due regard to the school's equal opportunities policies.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Learning Support Assistant (ASC) Ignis

Person Specification

Please state, on the application form, in numerical order, how you meet the following selection criteria. Candidates will be shortlisted entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. **All elements are essential unless otherwise stated**. Where 'desirable' is stated, only comment if you have the appropriate skills or experience. **Please ensure that your supporting statement is no more than two pages of typed A4**.

	Method of Assessment
Practical Knowledge and Experience	
1. Experience of working with students with ASC in either mainstream, an opportunity base or special school	A/I
2. Experience of working with or caring for students of secondary age ***(desirable)***	A/I
Abilities, Experience and Knowledge	
3. An understanding of principles of child development and learning processes	A/C
4. An understanding of the key stage 3 and 4 curriculum and other relevant learning programmes	A/I
5. Good numeracy/literacy skills (minimum of grade C at GCSE or equivalent) in both English and Maths	A/I
6. A good understanding of the importance of social skills and speech and language	A/I
7. Ability to use ICT effectively to support learning	A/I
Personal Qualities	
8. Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A/I
9. Enthusiastic, hard-working, creativity, flexibility and resilience	A/I
10. The ability to act as an excellent role model for staff and students	A/I
11. To be able to form positive professional relationships with both students and colleagues	A/I
12. Ability to self-evaluate learning needs and willingness to participate in development and training opportunities	A/I
13. Willingness to take a full part in the life of the school	A/I
14. Ability to adhere policies, procedures and relevant legislation relating to child protection, health and safety , security, confidentiality, data protection and equal opportunities	A/I

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate