



LEARNING TRUST

Standing Together, Learning Together



Candidate Information Pack

Learning Support Assistant (SEN) Level 2

Closing Date: 18th July 9.00 a.m.
Interviews to be held: WC 18th August 2025



Golborne Community
Primary School



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School

be Outstanding!



Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to the Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student so they can develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The ambition for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

What are the Benefits of Working for the Mosaic Learning Trust?

At the Mosaic Learning Trust, we understand that investing in our staff is the best investment for our students and offer a wide range of strategies to help our teachers and support staff to be highly effective in their roles. The Trust offers: -

Salary

We offer competitive salaries for teaching staff in line with the School Teachers Pay and Conditions Document. We also offer competitive salaries to school support staff on an incremental salary scheme, paid according to agreed pay grades using national spinal column points. Support staff receive an increment on 1st April each year, or when they have completed six months of service if appointed between October 1st and March 31st, until they reach the top of the band within their pay scale.

Pension

The Trust offers access to a substantial contributory pension scheme in line with the Teachers Pensions and Local Authorities.

Generous Holidays

Full year support staff have a statutory right to 28 days paid holiday a year including bank holidays, the Trusts' minimum entitlement for support staff is 35 days (including bank holidays) increasing to 40 days (including bank holidays) after 5 years' continuous local government service.

Wellbeing

We are committed to supporting the physical and mental wellbeing of our staff. We offer occupational health services, Schools Advisory Service (SAS) – wellbeing services, an employee assistance program, free flu vaccinations, eye care, discounted local gym memberships and we are a part of the cycle to work scheme.

Trust 'Inset Days'

The Trust offer additional Inset Days to give staff non-contact time for additional training, CPD, preparations, department time, leadership time etc.

Learning and Development

Learning and Development is essential to the success of the Trust and will help us meet our objectives and address the challenges we face over the coming years. This is an on-going process and one which should therefore be continuous throughout the year. There are many opportunities in the course of day-to-day work for learning and development to take place and service-specific training is provided appropriate to the needs of the job.

We also have an e-learning portal, through the National College which provides employees with access to a range of online courses and resources at a time that suits them, designed to help them enhance their professional development and refresh their learning, with new courses being added regularly.



July 2025

Dear Applicant,

Post Title: Learning Support Assistant (SEN) Level 2

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Job Description
- ❖ Person Specification
- ❖ Application Process

Standish Community High School is advertising for a temporary Learning Support Assistant (SEN) Level 2 to commence employment 1st September 2025.

The successful candidate will take a full and active role in the life of our school and will join a dedicated, hardworking team. You will work across our Key Stage 3 and Key Stage 4 classes supporting the needs of our SEND and vulnerable pupils as well as planning and delivering intervention when required.

The working hours will be 34 hours per week, term time plus 3 days, 8.30 am to 16.15 pm Monday, 8.30 am to 16.10 pm Tuesday, and 8.30 am to 15.15 pm Wednesday to Friday.

This full-time role will be based at Standish Community High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust.

We encourage applicants to apply through [TES](#). Applicants can also apply through [Teacher Vacancies](#) and [MyNewTerm](#) or by filling in the school's application form found on the [School Website](#). Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk applications will not be considered.

Applications will be considered as soon as they are received, and the closing date will be 18th July 2025 at 9.00 a.m. Interviews are scheduled to take place WC 18th August 2025. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list check through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager



Standish Community High School

July 2025

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to permanent position of Learning Support Assistant (SEN) Level 2 at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. In our most recent Section 8 Ofsted Inspection carried out in October 2021, we retained the judgement of “good”. However, we continue to work relentlessly to achieve “outstanding” (<https://files.ofsted.gov.uk/v1/file/50173438>)

Our attainment figures place us amongst the top non-selective state-funded schools in England. This accolade has contributed to our designation as a Leading-Edge school by the Secondary Schools and Academies Trust (SSAT). Standish Community High School has been placed in the top 10% of non-selective schools nationally for attainment and we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication, and professionalism of our staff. We were delighted that our successes have continued in 2023 with our outstanding GCSE results.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focused on and determined to unleash the potential in all students irrespective of background or ability.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Headteacher at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Headteacher

JOB DESCRIPTION

INTRODUCTION

| | |
|----------------------------------|---|
| Post Title: | Learning Support Assistant (SEN) Level 2 |
| Status: | Temporary until 31 st August 2026 |
| Purpose: | To work under the guidance / instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff. |
| Line Management: | Deputy Headteacher, SENDCo and HLSA's |
| Liaising with: | SENDCo, SLT, HLSA's teachers and support staff, students, parents/carers and outside agencies. |
| Working time: | 34 hours per week, term time plus three days Monday 08.30 – 16.15, Tuesday 08.30 – 16.10, Wednesday – Friday 08.30 – 15.15 |
| Salary/Grade: | Grade 4, SCP 5-8 (£24,790.00 – £25,992.00) Actual salary £19,478.09 – £20,422.53 |
| Disclosure Level | Enhanced |
| Conditions of Employment | No holidays are permitted during the 190-day teaching year. |
| Main Duties / Job Outline | <p>Support for students</p> <ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships with students, acting as a role model, and setting high expectations • To support students with barriers to learning on a one-to-one basis and/or in a small group in or out of the classroom • To attend to pupil's personal needs including toileting, hygiene, dressing, eating, and provide minor medical support when required • Supervise and support students to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies • Adjusting activities according to student responses and needs, including for those students with special educational needs • The role may include supporting and implementing student's personal programmes including social, health, physical, and hygiene and welfare matters. The student may also need assistance to access different areas of the school. Following appropriate training and in line with the school procedures to administer medication as requested • Promote inclusion and acceptance of all students by encouraging them to interact with each other and to engage in activities led by the teacher • Support the effective use of ICT in learning activities and develop student's competence and independence in its use • Support the implementation of Individual Education Plans and Behaviour Plans • Promote self-esteem and independence amongst students. • Provide feedback to students on their progress and achievement under the guidance of a teacher, in line with school policy <p>Support for Teachers</p> <ul style="list-style-type: none"> • Promote good student behaviour, dealing promptly with conflicts in line with school behaviour policies • Establish constructive relations with parents and carers, promoting the school's home / school liaison policy |

| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none"> • Assist the teacher with the preparation of teaching and learning materials and resources • Provide detailed feedback to teachers on student's achievement, progress, problems etc. • Undertake student record keeping as requested, and ensure SMART targets are set and measured for all. (Plan, do, review). • Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans • Prepare, maintain and use equipment / resources required to meet the lesson plans / learning activity and assist students in their use • Administer and mark straight forward routine tests, e.g., spelling or mental arithmetic, and invigilate tests / exams as required • Liaise sensitively and effectively with parents and carers as agreed by the teacher regarding progress and achievements <p>Support for the school</p> <ul style="list-style-type: none"> • To support others within the classroom and the school, contributing to the achievement of school objectives by working as part of a team • Assist with activities outside the classroom, working as part of a team to oversee students and additional support, e.g., lunchtime, after school support and interventions to support and enhance learning • 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 |
| Health and Safety Training | <ul style="list-style-type: none"> • To undertake Health and Safety Training on areas within the designated work area • During fire evacuations be responsible for accounting for staff / being a fire marshal and follow procedures explained in the Fire Safety and Evacuation Procedures Policy |
| Other Specific Duties | <ul style="list-style-type: none"> • To carry out the duties in the most effective, efficient, and economic manner available • To continue personal development in the relevant area • To participate in the staff, review and development appraisal process • To support the development and promotion of an image that is consistent with the aims of the school • Provide general clerical / admin support, when necessary, for example, photocopying, filing, completing standard forms, responding to routine correspondence • Be aware of and comply with policies and procedures relating to child protection, security, confidentiality, and data protection, reporting all concerns to an appropriate person • Commitment and support to ensure equal opportunities for all • Contribute to the overall ethos / work / aims of the school • Appreciate and support the role of other professionals • Attend and participate in relevant meetings as may be reasonably directed |
| School Ethos | <ul style="list-style-type: none"> • Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example • Promote actively the school's corporate policies • Comply with the school's health and safety policy and undertake risk assessments as appropriate |

SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and following consultation

with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

Signed
(LSA SEN 2)

Signed
(Headteacher)

Dated
(LSA SEN 2)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

LEARNING SUPPORT ASSISTANT SEN LEVEL 2

| | Essential / Desirable |
|--|--------------------------|
| EXPERIENCE | |
| Experience of working and interacting with children of a relevant age and or learning need | E |
| Experience of working with children with special educational needs | D |

| TRAINING & QUALIFICATIONS | |
|--|---|
| Minimum of 3 GCSE's Grades (A to C) including English & Maths or equivalent | E |
| NVQ Level 2 or equivalent qualification experience / comparable level of experience or willingness to work towards qualification | E |
| Willingness to undertake further relevant teacher assistant training | E |
| Willingness to undertake basic first aid / training in specific medical procedures | D |

| KNOWLEDGE & UNDERSTANDING | |
|---|---|
| Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post | |
| Knowledge of Health and Safety | D |
| Knowledge and understanding of providing support to children with special educational needs | D |
| Effective use of how to use ICT to support learning | E |
| Experience of working with learning resources and helping with their preparation to support learning programmes | E |
| Ability to self-evaluate learning needs and actively seek learning opportunities | E |
| General understanding of the national/foundation stage curriculum and other relevant learning programmes/strategies | D |
| Understanding of relevant policies, codes of practice and awareness of relevant legislation | D |
| Understanding of child development and learning processes | D |
| Understanding equal opportunities and an awareness of potential barriers children may have around learning | E |
| To be aware of the sensitive issues involved in working on a one-to-one basis with challenging students and to maintain professional relationships at all times | E |

| PERSONAL SKILLS, ABILITIES AND COMPETENCIES | |
|--|---|
| Applicants should be able to provide evidence that they have the necessary skills and abilities required | |
| Ability to converse with and relate well to students with communication difficulties | E |
| Ability to communicate well with adults | E |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | E |
| Ability to work in accordance with the school's health and safety policies | E |
| Professional attitude and a positive role model for staff | E |
| Ability to work confidentially with others | E |
| Reliable and a good timekeeper | E |
| Maintain confidentiality and be tactful and diplomatic | E |
| Integrity, professionalism and diplomacy | E |
| Honest and trustworthy | E |

| PERSONAL QUALITIES | |
|---|---|
| Integrity, professionalism, and diplomacy | E |

| | |
|--------------------------------|---|
| Tact and a sense of humour | E |
| A personal and friendly nature | E |
| Excellent attendance | E |

| APPLICATION | |
|---|---|
| Accurate completion of school or online application form | E |
| Letter which addresses person specification, evidence in letter and application | E |
| High standards in spelling and writing | E |

| LEGAL ISSUES | |
|---|---|
| Legally entitled to work in the UK | E |
| Enhanced DBS Clearance | E |
| Valid UK Driving Licence, access to a vehicle with business insurance | D |



Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Charlotte Davies, who will arrange a suitable time: 01257 478733.

Application process:

To apply, please use the Teaching Vacancies or School application form.

Advertising date: 15th July 2025
Closing date: 18th July 2025 at 9.00 a.m.
Short listing: 11th August 2025
Interview date: WC 18th August 2025

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Standish Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.standishchs.wigan.sch.uk

When completing your Teaching Vacancies or school application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies are included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications will not be considered.

