SEN Learning Support Assistant Recruitment Information Pack







Igniting a Passion for Learning

"Stanley Park High is an innovative and imaginative school, where students are very successfully prepared for their future lives."

Contents

Letter from Headteacher	2
Vision	3
Application Process	4
Vacancy Advert	5
Job Description	6
Person Specification	8

Dear Candidate

Thank you very much for your enquiry regarding the position of **SEN Learning Support Assistant** 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**

Closing date for receipt of applications: Thursday, 2 November 2017
Interviews to be held week commencing: 13 November 2017

Learning Support Assistant - SEN

required as soon as possible

Salary Scale APT&C 3/4 (£18,657 point 14 to £21,984 point 21)
Actual salary (£14,622 point 14 to £17,229 point 21) depending on experience
33 hours per week Term time plus 5 inset days

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.

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.

The SEN team are a large, busy and supportive team of learning support assistants committed to providing the best quality support for students with special educational needs.

In this post you will work with individuals and small groups to provide high quality learning support to students. Relevant paid experience of working with young people and excellent communication skills are essential.

The school provides very well regarded professional development opportunities for all staff. In particular you will receive training in key areas of special needs support.

Hours: The normal hours of duty will be 33 hours per week; typically the working pattern will be similar to below, with a 40 minute lunch break each day:

Monday	08:15 – 15:30
Tuesday	08:15 – 15:30
Wednesday	08:15 – 15:30
Thursday	08:15 – 15:35
Friday	08:15 – 15:30

(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**

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 - SEN**
Responsible to: **Head of Horizon School**
Hours per week: **33**
Weeks per year: **Term time + 5 days (inset)**

Purpose of post
To work under the direct instruction of teaching/senior staff in order to support access to learning for students with SEN, ASD, EAL and within the EFC.

Specific Duties

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 and who have EAL, 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 individuals and, on occasions, small groups of students of any ability and in any curriculum area.
- Work with and act upon guidance provided by colleagues and other professionals such as Speech and Language Therapist and Educational Psychologist amongst others.
- Help with creating resources for students.
- 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 all students, including those with SEN, ASD and who have EAL 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 SEN, ASD and EAL through raising students' self- esteem, expectations and aspirations.

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 strategies, in liaison with the teacher, to support students in achieving learning goals.
- Assist with the planning of learning activities.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- 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.
- Supervise students out of lessons, at lunchtimes and before and after school if required, following consultation and agreement.
- 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.

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.

Person Specification

SEN Learning Support Assistant (LSA)

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
Qualifications and Experience	
1. Experience of working within an education setting	I/A/C
2. Good numeracy / literacy skills (minimum of grade C at GCSE or equivalent) in both English and Maths	I/A
3. Experience of working with students of secondary age ***(desirable)***	I/A
Skills, Knowledge and Understanding	
4. To be very well organised and produce high quality work that meets all deadlines	I/A
5. To be able to present yourself very effectively, in both speaking and writing	I/A
6. An understanding of principles of child development and learning processes	I/A
7. An understanding of the key stage 3 and 4 curriculum and other relevant learning programmes	I/A
8. A good understanding of the importance of social skills and speech and language	I/A
9. Ability to use ICT effectively to support learning	I/A
Personal Qualities	
10. Be ambitious and have high expectations of yourself	I/A
11. Be able to demonstrate strong resilience in the face of adversity	I/A
12. Be able to persevere to achieve the best possible outcome	I/A
13. Be intellectually curious and keen to learn alongside students and co-workers	I/A
14. Be able to use your imagination and be a profound thinker	I/A
15. Be creative – develop new ideas/solutions that have real value	I/A
16. Be motivated to use your initiative – be an excellent self-starter, identifying areas for self development	I/A
17. Be optimistic by nature	I/A
18. Be able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	I/A

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

Stanley Park High
Damson Way, Carshalton, Surrey, SM5 4NS
020 8647 5842
recruitment@stanleyparkhigh.org.uk
www.stanleyparkhigh.co.uk

Stanley Park High is part of Academies of Inspiration: a company limited by guarantee
Registered in England: Company Number: 08349962
Registered Office: Damson Way, Carshalton, Surrey SM5 4NS

