

Priestnall School Candidate Pack

Learning Support Assistant

As soon as possible

Closing Date: 9 September 2022 at 9.00am



A message from the Headteacher

I am delighted that you are interested in the post of Learning Support Assistant. This is a permanent position, to start on 1 September 2022.

This role will provide you with the opportunity to join a vibrant and forward-thinking staff team and to gain excellent professional development as you progress in your career. I am fully committed to your professional development as a Learning Support Assistant, as well as any other plans you may have in the future.

I have been Headteacher here since September 2019; it is a great place to work with children attending school wanting to learn and engage with the range of extra-curricular provision we have on offer. The staff team work closely and support one another professionally and personally. You may be an experienced LSA already, or someone considering a career in teaching and looking for experience in the classroom. Most importantly, our new LSA will be a team player; good humoured and be able to communicate confidently and effectively with a range of people, especially our ambitious young people.

If you wish to visit the school before applying, or would like the Learning Support Manager to telephone you for an informal conversation, please contact school.

If you are interested in applying for this post, please complete the accompanying application form, including the very important 'supporting evidence' section: in this final section of the form, you should communicate:

- your own personal values and philosophy of education;
- your experience to date and how it has prepared you for this role.

The closing date for the receipt of applications is 9.00am on 9 September 2022. Completed application forms should be marked for the attention of Mr Craig Burns, Headteacher and e-mailed to recruitment@priestnall.stockport.sch.uk CV's will not be accepted.

I look forward to reading your application and wish you every success.

Craig Burns
Headteacher

Learning Support Assistant

Permanent post

Salary: NJC Scale 3 (Points 5 to 6)
£13,566 to £13,837 (actual salary)

Hours: 30 hours per week term time only
8.30am to 3.15pm Monday - Friday

Start Date: As soon as possible

Priestnall School is a popular, over-subscribed 11-16 school situated in the pleasant residential area of Heaton Mersey, Stockport. Our community benefits from wonderful students and a hardworking and committed staff.

We are looking for a confident, motivated individual to join our popular school as a Learning Support Assistant. This is an exciting opportunity to work with our hard-working students to help them achieve their full potential, alongside a supportive team of staff. The position offers a unique opportunity to join a highly successful and inclusive school as part of a well-regarded team of staff supporting and including students with complex and varied needs in all aspects of school life. The successful candidate will have the opportunity to make a major contribution towards our continued high achievement.

If you have a passion for working with young people and would like to be considered for this role, the application form and supporting documentation, including a letter from the Headteacher, are available in the 'Vacancies' section of the school website as well as other recruitment platforms.

Completed application forms should be emailed to recruitment@priestnall.stockport.sch.uk marked for the attention of Mr Craig Burns, Headteacher. **Please note we do not accept CV's. This email address should also be used to submit any queries regarding the role.**

The school is committed to safeguarding and promoting the welfare of young people and candidates will be expected to adhere to these expectations. Please see our safeguarding statement and Safeguarding Policy included with the application pack for further information on the safeguarding checks carried out.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore you are required to declare:

All spent convictions and adult cautions that are not protected (ie that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020)

It is a criminal offence for an individual who is barred from working with children to apply for a role which is classed as regulated activity.

Closing date: 9.00am on 9 September 2022

Interview date: To be confirmed

Job Description

Learning Support Assistant

Reporting to: Learning Support Manager / SENDCo

Responsible for: The provision of an effective learning experience and support for students.

Liaising with: Head/Deputies, teaching/support staff, LA representatives, external agencies and parents/carers.

Disclosure level: Enhanced

Main purpose of the job

To work as part of the Learning Support Faculty in supporting students with special needs and disabilities into mainstream classes and with bespoke personalised provision. The LSA may work with and receive instructions from the Director of Learning Support, Teachers, Learning Support Manager and other professionals. The post covers all areas with regard to provision and access for students at Priestnall School. LSAs are expected to support students' cognition and learning; social, emotional and mental health; communication and interaction; and medical sensory and/or physical needs.

Summary of the main responsibilities

In relation to the students

- To develop an understanding of the SEND of the student/s concerned.
- To consider the students SEND and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- To help keep students on task and to build motivation.
- To help reinforce learning.
- To help build the students confidence and self-esteem.
- To encourage the inclusion of the student/s within

- the class and the wider school community.
- To undertake medical training and to provide medical support as required.
- To administer medication as per medical instruction as and when required.
- To administer physiotherapy and occupational therapy programmes with students, under the direction of the physiotherapy service and occupational therapy service.
- To support students with their personal care – assistance with toileting and support for eating food at breaks and lunchtimes.
- To assist students with changing for PE and other activities.
- To support the emotional and mental health needs of students, in line with school policies.
- To undertake assessments of students and administer tests under the supervision of a teacher.
- To support primary transition and Year 7 Learning Co-ordinator Groups, as required under the direction of the Learning Support Manager.
- To follow the SMSC Learning Coordinator activities with students in LC time and throughout the work across the school.
- To provide emotional support for students and support additional programmes and therapy offered.
- To work with students on Deep Learning Days and support students during examinations and internal assessments.
- To scribe, amanuensis and invigilation for external examinations, under the direction of the Examination Officer through the Learning Support Manager and the Access and Assessment Assistant.
- To supervise and support students at morning registration, break time, and lunchtime, as required.
- To support individualised programmes for students who are on reduced or flexible timetables.
- To support students individually through specific intervention, as required.

In relation to outside agencies and other professionals, including Annual Reviews

- To liaise with outside agencies and attend meetings and training as required.
- To provide written reports for Annual Reviews and meetings, as required.
- To complete daily Record of Work sheets to support the tracking of students and identify areas for additional support.

In relation to the teachers

- To support the teacher in the development and the presentation of the students' individual programme.
- To have clear lines of communication with the students' teacher.
- To have formal meetings with teachers to enable planning and preparation for lessons, where time permits.
- Where appropriate, to act as liaison between students and the teacher.
- Involvement in keeping records and evaluation of students programmes.

In relation to the school

- To assist in educational visits, including residential trips and other whole school events for all students.
- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To be aware of school policies and procedures, including those relating to confidentiality and safeguarding.
- To identify personal in-service needs and to attend appropriate internal and external in-service training.
- Any other tasks as directed by the Headteacher which fall within the purview of the post.

Health and Wellbeing

- Know the current legal requirements, national policies, local arrangements and guidance on the safeguarding and promotion of the well-being of children and young people
- Know how to identify potential child abuse or neglect and follow safeguarding procedures
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support

Person Specification

Learning Support Assistant

Job Requirements	Status of Criteria	
	Essential	Desirable
Safeguarding		
Able to demonstrate an understanding of Safeguarding and Child Protection legislation.	✓	
Have an understanding of, and be able to demonstrate a commitment to Equal Opportunities and Diversity		✓
Training & Qualification		
GCSE qualification (or recognised equivalent) at grade 'C' or above in English and Mathematics	✓	
Willingness to undertake additional qualifications	✓	
Willingness to undertake specific training	✓	
Certificated additional qualifications e.g. NVQ / Diploma / Degree		✓
Experience & Knowledge		
A commitment to high quality work	✓	
Experience of working with children	✓	
Knowledge of what constitutes effective support and learning	✓	
Knowledge of what constitutes effective monitoring of student progress and preparation for adulthood	✓	
Involvement in extra-curricular activities/interests	✓	
Sound knowledge of current educational and SEND issues		✓
Good ICT skills		✓
Able to accept and promote new ideas		✓

Current curriculum and assessment knowledge.		✓
Experience of using assistive technology/ hoists/ wheelchairs/adaptive equipment / physiotherapy and occupational therapy equipment.		✓
Skills & Ability		
Evidence of commitment to own professional development and learning	✓	
Pastoral or other school-based experience		✓
Personal Qualities		
A commitment to securing the best possible outcomes for all students	✓	
Able to interact with and motivate students	✓	
Creativity, imagination and the ability to adapt to the needs of the student	✓	
Communicate effectively orally and in writing to a range of audiences	✓	
Strong commitment to and passionate about improving learning for SEND students	✓	
Ability to work effectively within a team	✓	
Have high standards of punctuality, attendance and personal presentation	✓	
Able to work under pressure		✓
Integrity and discretion	✓	
Willingness to undertake personal and professional development		✓

All appointments at Priestnall School are subject to the receipt of successful reference and enhanced DBS.

Safer Recruitment Safeguarding Statement

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

All posts in school are exempt from the Rehabilitation of Offenders Act 1974 and therefore you are required to declare:

- All unspent convictions and conditional cautions
- All spent convictions and adult cautions that are not protected (ie that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013 and 2020)

It is a criminal offence for an individual who is barred from working with children to apply for a role which is classed as regulated activity (ie involves working unsupervised with children)

The school will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role. The following pre-employment checks will be undertaken:
 - Receipt of at least two satisfactory references
 - Verification of the candidate's identity
 - A children's Barred list check (when undertaking regulated activity)
 - A satisfactory enhanced DBS disclosure
 - A prohibition from teaching check (teachers only)
 - Verification of the candidate's medical fitness
 - Verification of qualifications
 - Verification of professional status where required eg QTS status
 - The production of evidence of the right to work in the UK
 - (For teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
 - If the person has lived or worked outside the UK, make any further checks the school consider appropriate.
2. Keep and maintain a single central record of recruitment and vetting checks, in line with the Dfe requirements.
3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.
4. Require staff who are convicted or cautioned for any offence during their employment with the school, to notify the school in writing of the offence and penalty.
5. The school will refer to the Local Authority any individuals who give cause for concern and will refer individuals to the Disclosure and Barring service as required for possible inclusion on the Children's Barred List.

Our Safeguarding and Child Protection Policy can be found by clicking [here](#).

Staff Wellbeing Charter

Guiding Principles

We acknowledge that ALL our staff are the greatest asset of Priestnall School and that every single member of the team should be looked after and supported. Our ambition is to work together as Team Priestnall:

- Respect each other and be kind.
- Help each other every day.
- Look after our mental health and that of our colleagues.
- Promote a positive work life balance.

Steps we can all take everyday to show respect and kindness.

- Listen to others and show tolerance and understanding. Listen first, speak second.
- Offer practical support and advice if you are able or signpost to someone else.
- Respect diversity by accepting that everyone is different in their thinking, behaviour, emotions and health.
- Communicate with others carefully – think about the impact of your words, the impact of your delivery and how your words will be received.
- Treat others as you would wish to be treated.

Steps we can all take every day to help each other.

- Be aware of how your colleagues are. Take time to ask and offer support.
- Be mindful that we all have a job to do and how we do ours can affect others in a positive or negative way.
- Help your colleagues by understanding the bigger picture and by meeting deadlines.
- Communicate clearly, with openness and honesty.
- If you disagree with something, try to speak to the person involved first – not to the people around you.

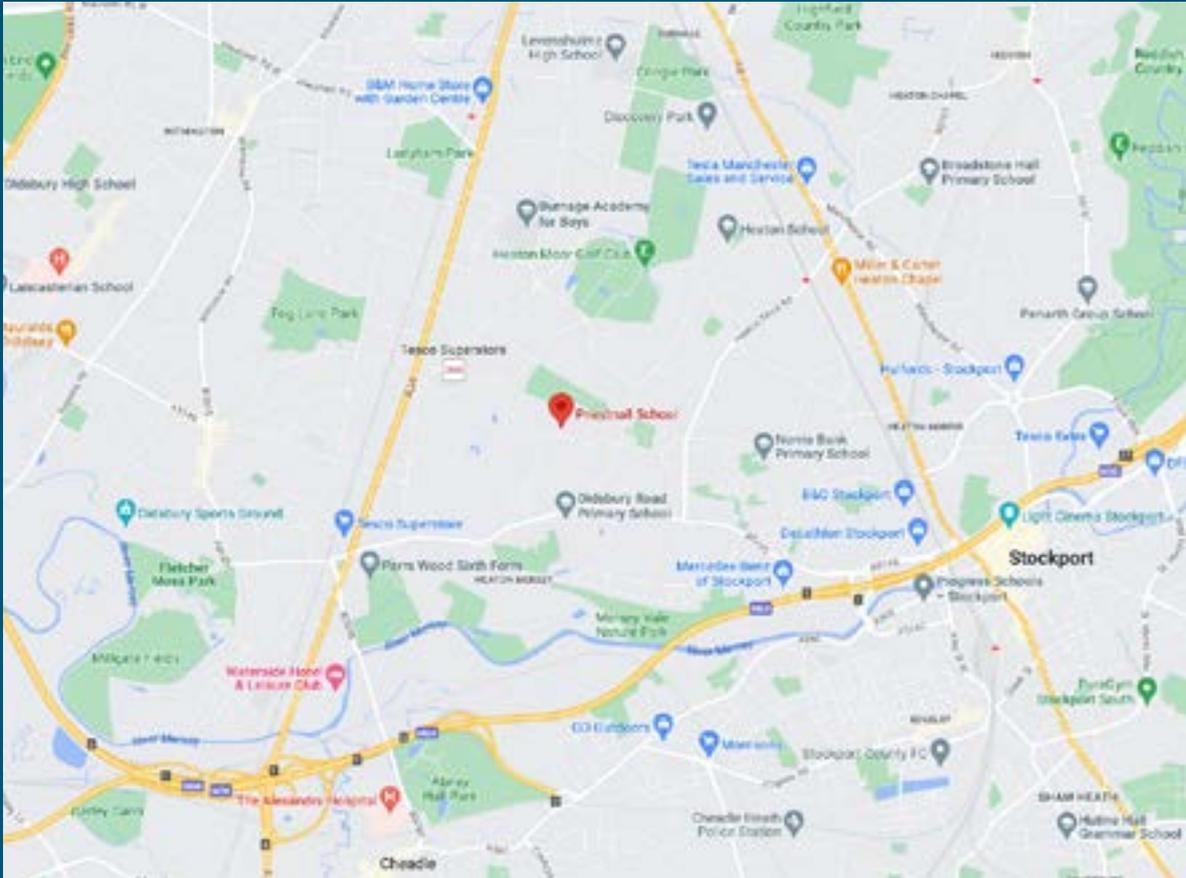
Steps we can all take every day to look after our mental health and that of our colleagues.

- Identify the positives. Look for moments every day where you connect with someone, share something, promote peer support or enjoy something with a colleague
- Be aware of your own mental health and seek support from others when you need it.
- Be aware of how your work impacts on others. Remember that stress is created as a result of over work, unclear communication, confused messages, disrespect and short deadlines.
- Be aware of your colleagues' mental health. Seek support if you are concerned about someone.
- Remember the way we treat others can harm or help their mental health and wellbeing.

Steps we can all take every day to promote a positive work life balance.

- Recognise that an excessive work load damages work life balance and can cause stress related illness.
- Make sure workload consideration is at the forefront of all decision making.
- Give reasonable deadlines which do not mean a colleague has to work over the weekend or in the school holidays.
- When setting deadlines, give consideration to the different roles that colleagues have in school. We don't all have the same availability and flexibility.
- Respect personal boundaries and contact colleagues by email only out of school hours.

www.priestnall.stockport.sch.uk



recruitment@priestnall.stockport.sch.uk

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