



**King
Solomon
High School**



Information pack for candidates applying for the role of:

Learning Support Assistant (one to one)

Fixed term (1 year) - 39 weeks, 36 hours per week

Salary - LBR 5 Scale Point 12-15 (£27,743 to £28,981 actual salary)

Required: 1st September 2026

Welcome to King Solomon High School

Learning

Charity

Community

Dear Candidate,

Thank you for your interest in the role of Learning Support Assistant at King Solomon High School.

King Solomon High School is a diverse, inclusive and ambitious secondary school community, committed to ensuring that every student is known, valued and supported to achieve their full potential. Our values of Learning, Community and Charity underpin all that we do and shape our approach to supporting both students and staff.

We are a warm and welcoming school in the London Borough of Redbridge, with a richly diverse student and staff community. We are proud of our inclusive ethos and strong sense of belonging.

We are seeking committed, caring and proactive Learning Support Assistants who are passionate about supporting young people in a secondary school setting. This is an opportunity to work closely with teachers and support staff to help students access learning, build confidence and make strong progress across the curriculum.

As an Learning Support Assistant, you will support students in the classroom and across the school, helping to remove barriers to learning and promote independence and engagement. A calm, patient and professional approach, along with high expectations for all learners, is essential.

We are particularly keen to appoint individuals who are reflective, resilient and committed to inclusion. You will play a key role in supporting students with additional needs to fully participate in school life and achieve their potential.

If you are motivated by the opportunity to make a real difference to young people's lives, we would be delighted to receive your application.

We are an equal opportunities employer and value diversity and inclusion. The successful candidate will join a supportive and ambitious school community and be given opportunities to develop professionally.

Yours sincerely,

Thomas Larini

Acting Co-Headteacher



History, Ethos and Values



King Solomon High School is a Jewish school within the United Synagogue and the only Jewish secondary school in Essex

Established in 1993, the school was founded to meet the growing demand for Jewish education in East London, Essex and the surrounding areas. Today, we welcome students of all faiths and none, creating a diverse and inclusive community in which approximately 20% of students identify as Jewish.

We are a community of learners who look out for and support one another. Our values are at the heart of school life and shape our relationships, decision-making and commitment to helping every student thrive.

Learning
Community
Charity

These values reflect our commitment to academic achievement, service to others and the development of responsible, compassionate young people who make a positive contribution to their communities.

School Motto

If I am not for myself who will be for me?

If I am only for myself, who am I?

If not now, when?

(Ethics of the Fathers 1:14)



Curriculum and Teaching – Key Stage 3 & 4

At King Solomon High School, we believe that learning changes lives and should be accessible to every student.

Our curriculum is designed to be broad, ambitious and inclusive, ensuring that all students develop the knowledge, skills and personal qualities they need to succeed in education and beyond. We are committed to providing a high-quality education that enables every learner to thrive, regardless of their starting point or individual needs.

Our curriculum is underpinned by three key beliefs:

- Learning changes lives and should be accessible to all.
- Service to others through charity and acts of kindness is an important part of personal development.
- Every student should leave school equipped to make a positive contribution to their local, National and global communities.

Students study a broad range of academic and creative subjects throughout Key Stage 3 and Key Stage 4, with opportunities to pursue individual interests and strengths.

We are committed to ensuring that teaching is inclusive, adaptive and ambitious so that all students, including those with SEND, can access and succeed within the curriculum.

Further information about our curriculum can be found on the school website.



Our Priorities

Learning

Charity

Community

- **Inclusion and SEND**

- Ensure every student can access an ambitious and inclusive curriculum.
- Strengthen early identification and intervention.
- Improve outcomes for students with SEND.
- Develop staff expertise in adaptive teaching and inclusive practice.
- Build strong partnerships with families and external agencies.
- Ensure students with SEND are fully engaged in school life and receive timely support when barriers to attendance, learning or wellbeing arise.

- **Quality of Education**

- Deliver a broad, ambitious and inclusive curriculum.
- Ensure teaching meets the needs of all learners.
- Support students to achieve strong academic outcomes.

- **Behaviour and Wellbeing**

- Maintain a calm, safe and purposeful learning environment.
- Promote positive relationships, high expectations and a sense of belonging.
- Support students' personal development and wellbeing.

- **Staff Development**

- Invest in professional learning and leadership development.
- Encourage collaboration and the sharing of best practice.
- Promote staff wellbeing and a healthy work-life balance.



Behaviour & Attitudes



At King Solomon High School, we are committed to providing a safe, calm and purposeful environment where all students can learn, thrive and achieve their potential.

We have clear and consistent behaviour systems that support high expectations and promote positive relationships across the school. As part of our ongoing school improvement journey, we continue to strengthen our approach to behaviour, attendance and student engagement.

Key features of our approach include:

- A structured start to the school day, with students welcomed by their form tutors.
- A commitment to disruption-free learning and purposeful classrooms.
- Consistent behaviour systems and routines that support learning and student wellbeing.
- A Behaviour Playbook that provides staff with practical guidance and promotes consistency across the school.
- Strong pastoral systems that support students in overcoming barriers to learning.

Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong safeguarding culture and all staff are expected to act promptly and appropriately when concerns arise.

We also recognise the importance of mental health and wellbeing. Through pastoral support, early intervention and partnership with families and external agencies, we aim to ensure that students receive the support they need to engage successfully in school life.



KS4 academic results

King Solomon High School is an academically successful school with GCSE Attainment and progress above national averages.



GCSE Results	2025
A8	46.8
9-7	19.00%
9-5	53.00%
9-4	71.00%
9-1	99.00%
Eng & Maths 9-5	42.30%
Eng & Maths 9-4	67.40%
Ebacc Entries	65.70%
Strong Ebacc (5+)	16.60%
Standard Ebacc (4+)	31.40%



Reasons to work at King Solomon High School



Be part of the success story

- Having been judged as requires improvement by Ofsted, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.
- All staff have access to a private employee wellbeing programme with free counselling and arrange of support services.

Professional Development

We are committed to investing in our staff and supporting career progression through professional development, leadership opportunities and collaborative working.

Excellent Location

The school is a four-minute walk from Fairlop Underground Station on the Central Line. We are also well served by local bus routes and provide free on-site staff parking.

The role



The role: Learning Support Assistant – one to one

Contract: Fixed term (1 year) and full time

Hours: 36 hours per week, approximate hours 8.15am – 4.15pm Monday to Thursday and 8.00am to 2.30pm on Fridays (there is some flexibility around these times).

Salary: LBR 5 Scale, Point 12-15 (£27,743 to £28,981 actual salary)

Line managed by: SENCO

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to behave in a professional manner at all times. All staff are expected to adhere to the school's staff code of conduct policy.



Learning Support Assistant – One to One

Key responsibilities

The Learning Support Assistant will work within the Learning Support Team, which consists of a SENDCo, SEND administrator, four learning coaches and an LSA.

- Daily one to one support for the key student
- Organising/arranging/delivering interventions for the student.
- Liaise, advise and assist teachers on how to support the student successfully .
- Work towards the child's individualised targets and personalised programme set up by professionals.
- Liaise and update the parent regarding the students' progress.
- Liaise effectively with professionals to ensure that the EHCP outcomes are being met.
- Support the student with their social skills.
- Support the student in becoming more independent.
- Adapt classwork and homework for the student.
- Support teachers in meeting the student's needs in the classroom.
- Support the student with their behaviour and attendance.
- Assist and develop the implementation of EHCP .
- Monitor the student's response to the learning activities and where appropriate modify or adapt the activities.
- Provide regular feedback on the student's learning and behaviour to the SENCO.



Job description

Team Work

- Work with a team of Learning Coaches, the SENCO and other staff to support student the student to make achieves excellent outcomes.
- Assist in administrative duties to support the SEND department.
- Provide support for the student to fully participate in all lessons and activities within the school.
- Work flexibly and proactively within a team of three other Learning Coaches, a SENCO, a SEND Administrator and a Senior Assistant Headteacher.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for the student to reach their true potential.
- All Learning Coaches and LSAs may be required to support students with physical needs/intimate care this includes assisting with toileting (training will be provided).

Intervention & Support

- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Lead/organise interventions as advised by the SENCO and external professionals.
- Support the student's needs in collaboration with other relevant departments and external agencies.

Monitoring, Tracking & Reviews

- Observe the student in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan,

- contributing to their learning plans.
- Regularly review and analyse reading, academic and behaviour & safeguarding data to support appropriate selection of interventions.
- Complete tracking data and records of involvement with the student, evidencing the graduated response.
- Collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for the student.
- Provide evidence to support relevant access arrangements for exams. Work directly with the student to facilitate access arrangements, such as acting as a reader/scribe.
- Utilise data systems, analyse the student's achievement, attendance, behavioural logs and rewards to plan suitable interventions and support

Working with Professionals

- Work with other professionals and external agencies.
- Liaise with other educational settings, parents and students to deliver effective transitions.



Job description

In-class support

- Provide in-class support for the student.

Support for Teachers

- Provide relevant updates, advice and guidance on strategies to effectively support the student.
- Adapt classroom resources as required to support the student.

Parent communications

- Establish effective and manageable communication with parents and carers.
- Support the parents with strategies to use at home to enhance their child's education.
- Set high expectations with parents and carers for student behaviour and attendance.

Record Keeping & Confidentiality

- Keep meticulous and accurate records as required by the SENCO and senior leaders for example- record of students' progress, engagement and development within the classroom and in interventions.

Professional Development

- Undertake appropriate training in relation to the role of a one to one

LSA.

- Attend relevant training sessions, with the desire to continuously improve your practice and share best practice.



Job description

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with developments, changes, best practice and legislation in relation to your role.

Reasonable requests

Main duties and responsibilities are outlined in the job description. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher and/or line manager. Employees 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.

Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. This will be communicated in advance and necessary arrangements will be made depending on staff member's role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. The Headteacher/Deputy Headteacher will consult with the postholder at the appropriate time.



Person specification

Qualifications & experience

- A degree in any subject.
- GCSE English and Maths at grade 5 above.
- Experience of working with students with special educational needs in a primary or secondary school setting, including students with SEMH needs and autism.
- Experience of planning support and interventions for students with special educational needs, and specifically with SEMH needs and autism.
- Experience of working with parents in supporting the needs of young people with SEND.
- Excellent command of the English language, both written and verbal.
- Proficient use of IT systems.
- Proficient use of Microsoft applications, e.g. Word, PowerPoint, Excel (and/or Google packages).

Skills & attributes

- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to the school's Jewish ethos.
- Commitment to improving the lives of children.
- Commitment to safeguarding.

Application process



1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your completed application form and personal statement to recruitment@kshsonline.uk
4. This vacancy will close on **Friday 3rd July 2026 at 12.00 noon**. We may interview suitable candidates as we receive applications. We therefore encourage suitable candidates to apply as soon possible. We reserve the right to close the advert at any point before the closing date.
5. Candidates wishing to visit the school or wishing to speak to a member of the Senior Leadership Team before applying should contact recruitment@kshsonline.uk



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