



LEARNING TODAY LEADING TOMORROW



LEARNING SUPPORT ASSISTANT

WELCOME TO RUGBY FREE SECONDARY SCHOOL

CONTRACT TYPE

TERM TIME ONLY

CONTRACT TERM

37.5 HOURS - FULL TIME

EXPIRY DATE

04.10.2023



Why Work at Learning Today Leading Tomorrow

Relationships are at the heart of LT2. We underpin our core values and are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here across the Trust and this has been developed as part of the Trust's wellbeing commitment for all staff.



There are many benefits for staff working at LT2

- Competitive salaries which are reviewed annually
- A first-class Pension Scheme
- Employee Assistance Programme
- Enhanced Maternity, Adoption and Paternity Leave
- Membership to the Confederations Schools Trust
- Commitment to staff professional development
- Extensive resource library
- Career opportunities for staff to progress



Vision, Mission and Values

Vision



The vision of Learning Today Leading Tomorrow is to build a group of outstanding schools across phases, including specialist provision. As a Trust we provide vibrant and inclusive learning environments in which every member of the Trust community is passionate about learning.

The Trust is led by a CEO who works closely with Headteachers and our schools are supported by a central team to support finance, HR, estates, procurement, IT and governance.

Mission



LT2 Trust and schools have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we educate and support all children attending LT2 Schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

Values



The Trust Values underpin the mission and provide the basis on which LT2 Trust, School Leaders, all staff and students can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

- **Kindness** – The quality of friendliness, generosity, and consideration
- **Collaboration** – The belief that working and learning with others will lead to greater success
- **Curiosity** – A strong desire to know and to learn
- **Resilience** – The ability to recover quickly and learn from the difficulties we face
- **Respect** – To appreciate the importance of understanding and admiration for others and self
- **Endeavour** – The belief hard work is needed to achieve something of which we can be proud of



Rugby Free Secondary School

Learning Today Leading Tomorrow (LT2) is a not-for-profit Multi-Academy Trust (MAT) based in Rugby. Its founding schools are two start-up free schools, Rugby Free Primary School and Rugby Free Secondary School.

Learning Today Leading Tomorrow aims to provide local, inclusive education to support children and young people to gain the knowledge, skills and experiences that will enable them to move onto the next stage of their education and life, prepared for an ever-changing world.



Iain Green, Acting Headteacher



We set high expectations for our staff, who in turn encourage our students to be ambitious and have high aspirations.



It is an exciting time to be working as part of the RFSS family and as part of our Trust, Learning Today Leading Tomorrow.

RFSS opened in 2016 and we relocated to our brand-new purpose-built facility in February 2020.

Our school is committed to providing success for all of its students, and providing a workplace that supports its staff, to ensure they are able to work to the best of their ability for our students every day.

You won't find teachers and staff anywhere else who are as committed to a school's purpose and supporting its success. Relationships are at the heart of RFSS and underpin our new core values.... and we are always looking for dedicated staff who share our ethos and demonstrate our values.

The wellbeing of staff is a priority here at RFSS and we have developed a wellbeing commitment for all staff. This is monitored by our Wellbeing group and regularly reviewed with all staff.





Staff Wellbeing Commitment at RFSS

Trust Wellbeing Survey
2022



Kindness:

- 'Shout outs' for staff who have gone above and beyond.
- Support flexible working requests.
- Opportunity to attend personal events or celebrations.



Collaboration:

- Staff Wellbeing committee.
- A 'buddy' to provide support and advice.
- Staff social events across the year.
- We provide staff with a free lunch on the day of their duty.
- Regular staff breakfasts, food on all CPD days and occasional treats



Curiosity:

- Promote and support Staff CPD
- Staff to network and visit other schools to improve their practice and share great ideas.



Respect:

- Staff Room - meet, work and even socialise
- Each faculty has its own staff work room
- Regular appraisal conversations to discuss career progression



Resilience:

- We promote resilience through our reflective CPD pathways.
- We have an area in the staff room dedicated to wellbeing which is used to promote health and wellbeing.
- We share weekly health and wellbeing information.



Endeavour

- Promote work life balance
- Celebrate our staff and their achievements on a regular basis, for example; a black tie celebration evening.

“96% of staff are proud to be a member of the school ”

“ 84% of staff feel well supported at work ”

“88% of staff feel happy in their role ”

“ 82% of staff believe Leaders and Managers are considerate of their wellbeing ”

“ 99% of staff feel optimistic about the future ”

Learning Support Assistant Job Description

Salary and Grade:	Salary: Depending on experience - CORE Band £20,900 - £22,000 (FTE) £18,277 - £19,239 (Actual) - PROFICIENT Band £22,000 - £23,400 (FTE) £19,239 - £20,463 (Actual)
Reporting to:	Director of Learning (Alternative Curriculum)
Liaising with:	SENCo Lead, Directors of Learning, Heads of Year, Teaching and Associate Staff, Students and Parent/Carers
Purpose:	<ul style="list-style-type: none"> • Support access to learning for students, prepare resources for the students you work with and provide general support in the classroom • Participate in the planning, assessment and evaluation of teaching and learning

About Rugby Free Secondary School

'Pupils benefit from a school community that includes pupils from a wide range of different backgrounds and cultures. There is a culture in which pupils see these differences as a positive thing. Uniqueness is valued and celebrated. Pupils feel confident 'to be themselves' at Rugby Free Secondary School. (Ofsted 'Good': July 2021)'

At Rugby Free Secondary School, we aim to foster kindness and pride, whilst maximising our academic and personal potential. We believe that all of our students should be happy and safe, whilst demonstrating the limitless endeavour and resilience required to succeed by striving for excellence. To achieve these goals, our school ethos is underpinned by the foundations of mutual respect, positive relationships and genuine curiosity.

This is encompassed in our educational philosophy of creating more articulate, organised and progressive learners, and the desire to create both independent and collaborative learners who are proud to be educated at Rugby Free Secondary School.

Alongside this, we focus on broadening our students' core subject knowledge and understanding of the wider world. As a consequence, quality-first Teaching and Learning is at the centre of our school's ethos, and is the key priority for all staff. Our aim is for teachers to deliver high-quality lessons to all year groups, whilst also being supported to develop through pertinent and purposeful internal and external CPD that is bespoke.

Learning is integral to everything we do at RFSS. We ensure that all of our students, regardless of gender, ethnicity or ability, receive the best possible learning experiences, to enable them to achieve and maximise their potential. Here at RFSS, we continually support students to develop a love of learning to help them become learners for life, in order to equip them with the knowledge and skills that they will need in the real-world. This is also the case with our teaching staff, who continuously develop and update their own pedagogical practices, through Action Research projects and other bespoke professional development sessions.

Ofsted

Please find below link to our website with the latest Ofsted report when we were graded as 'Good'.

<https://www.rugbyfreesecondary.co.uk/ofsted>

Our Values are:

- Kindness – The quality of friendliness, generosity, consideration, honesty
- Collaboration – The belief that working and learning with others will lead to greater success
- Curiosity – A strong desire to know and to learn
- Resilience - The ability to recover quickly and learn from the difficulties we face
- Respect - To appreciate the importance of understanding and admiration for others and self
- Endeavour - The belief that hard work is needed to achieve something we can be proud of

Areas of Responsibility and Key Tasks

Key Duties and Responsibilities

- To be committed to and contribute to the Trust's ethos, work and aims of the school, enshrined in the school's Mission Statement
- Under the guidance/instruction of the Director of Learning and SENDCo Lead: work with individuals/groups to supervise physical/general care of students, especially those with Special, or Additional Educational Needs.
- Support access to learning for students, prepare resources for the students you work with and provide general support in the classroom
- Participate in the planning, assessment and evaluation of teaching and learning

General Duties of the Role Support for students

- Make sure that the students you support are able to engage in learning and stay on task
- Supervise and provide particular support for individual/groups of students, including those with special needs, ensuring their safety and access to learning activities. Establish good relationships with students, acting as role model and being aware of and responding appropriately to individual needs.
- Promote inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and encourage students to act independently as appropriate
- Provide feedback to students in relation to progress and achievement under guidance of the teacher
- Assist with personal care relevant to the student you are engaged with as required
- Participate in the education of children, including to their health and wellbeing
- Support children with special needs (if appropriate to the focus of the role);
 - o Sensory and/or physical impairment
 - o Cognition or learning difficulties
 - o Behavioural, emotional and social development needs
 - o Communication and interaction difficulties
 - o Support for Gifted and Talented students

Support for the Teachers

- Be aware of students' problems/progress/achievements and report to the Director of Learning as agreed
- Undertake student record-keeping to monitor the type of support you give and its impact on the student's progress
- Use strategies, in liaison with the Director of Learning, to support students to achieve learning goals
- Assist with the planning of learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on student achievement progress, problems, etc
- Promote good behaviour, dealing promptly with conflict and incidents in line with established school policy and encourage students to take responsibility for their own behaviour
 - Administer tests and invigilate exams as directed by your line manager
 - Provide clerical/admin support, i.e. (collecting) photocopying, distributing coursework/exercise books/ tests papers, filing, typing etc
- Assist with the display of students' work
- Cover LSA absence where necessary

Support for the curriculum

- Undertake structured and agreed learning activities/programmes, adjusting activities according to students' responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher/your line manager
- Support the use of ICT in learning activities and help to develop students' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use

Support for 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 your concerns to the students' Achievement Leader, Inclusion Manager or Child Protection Officer.
- Under the direction of the Director of Learning, assist with the supervision of students out of lesson times, including before and after school and during lunchtime, in order to ensure the students' safety and good behaviour
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training including First Aid and specialise training relevant to the students within SEND 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

Safeguarding

- To ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy
- To identify students who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders
- To consider at all times what is in the best interests of the child
- To protect students from maltreatment; preventing impairment of student's health or development; ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable all students to have the best outcomes

Other Specific Duties

- To continue personal development as agreed
- To engage actively in the performance review process
- Establish and maintain effective relationships and communication with staff, parents and students
- Uphold the high standards of the school in all communications.
- Adhere to the schools policies.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified
- 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
- Employees are expected to adhere to Rugby Free Secondary School's agreed Code of Conduct
- 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

Generic Responsibilities of all Rugby Free Secondary School Staff

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or comes into contact with. Part of this responsibility involves the checking of visitor identification at the point of school entry and the issuing of relevant safeguarding information.
- Ensure all tasks are carried out with due regard to Health and Safety
- To remain confidential at all times
- To undertake appropriate professional development including adhering to the principle of appraisal
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity professionalism

Person Specification

Areas	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualifications and Skills	<ul style="list-style-type: none"> • Level 2 (GCSE A* - C) in English and Maths • Ability to demonstrate active listening skills • Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs • Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes • Willingness to maintain confidentiality on all school matters • Ability to work effectively and supportively as a member of the school team • Well-presented and professional manner 	<ul style="list-style-type: none"> • Level 3 (A Level) or equivalent qualifications • Level 3 Certificate for Teaching Assistants or Learning Support Assistants
Experience/ Attitude and Values	<ul style="list-style-type: none"> • Knowledge of Special Educational Needs / Additional Learning Needs • Ability to offer constructive feedback to students to reinforce self-esteem • Ability to deal sensitively with complex and sensitive issues • Willingness to work flexibly, attending evening meetings as and when necessary and assisting throughout other areas of the school as requested • Willingness and ability to adapt to a wide range of duties in response to changing circumstances 	<ul style="list-style-type: none"> • Experience of supporting students in a classroom environment, including those with special educational needs
Relationships / Attitudes and Values	<ul style="list-style-type: none"> • Ability to establish positive relationships with students and empathise with their needs 	
Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities • Patient, optimistic and resilient • Sense of humour • Hard working, flexible and reliable • Excellent attendance and punctuality particularly at critical times • A genuine commitment to and liking for young people, and high expectations for their progress and welfare • The confidence to manage and supervise effectively whole classes • A commitment to the promotion of equality of opportunity and inclusion in all aspects of school life, practical strategies for achieving this, and an • understanding of the implications of this post • Ability to deal calmly with different situations as they arise 	

Contact Information

If you feel that you could bring further impetus to our drive to improve the provision for our students and have the necessary energy, enthusiasm and sense of humour to take us forward at this exciting time, then please get in touch.

To arrange an informal discussion or visit to the school, please contact us

 01788 222060

 megan.jones@rugbyfreesecondary.co.uk

 Anderson Avenue, Rugby, CV22 5PE

 www.rugbyfreesecondary.co.uk/vacancies

Closing date for applications: 04.10.2023

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

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 applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

We reserve the right to withdraw this vacancy at any time.

Learning Today, Leading Tomorrow (LT2) is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check. LT2 is always happy to receive speculative applications from excellent teachers and support staff.
