



William Morris
Sixth Form
Empowerment through Learning

Job Vacancy Application Pack



Dear Applicant,

Thank you for your enquiry regarding our Learning Support Assistant Vacancy, which is offered on a 36 hour per week (term time only) basis. We can also consider applicants from part time applicants. I am pleased to enclose an application form and further information including the job description and curriculum area overview.

Application forms must arrive by **17th August 2026** with interviews taking place on **19th or 20th August 2026**.

Shortlisted candidates will be notified by phone and/ or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form by email to **recruitment@wmsf.ac.uk**

If you would like further information on the position, please do not hesitate to contact Louis Bisson, HR Assistant, email **lbisson@wmsf.ac.uk**.

Yours faithfully

The Human Resources Team –
William Morris Sixth Form



Learning Support Assistant

Starting: September 2026

**Role: Full Time/Part Time - Pro Rata, Term Time Only.
Support Staff Sixth Form Terms and Conditions.**

**Pay Grade: Sixth Form Payscales- Point 9, £31,892 (including
London Waiting)**

Thank you for your enquiry about our vacancy for a Learning Support Assistant, which is offered on a full-time, term time only basis. We are looking for a flexible, practical and enthusiastic person with relevant experience and/or qualifications to join our inclusion. I am pleased to enclose an application form and further information including the job description and person specification.

Closing Date: 17th August 2026

Interview Date: 19th or 20th august 2026

To apply, please visit our website **www.wmsf.ac.uk**, click on 'About Us' and scroll down for 'Staff Vacancies' or via out TES advertisements.

Applications to be sent to: **recruitment@wmsf.ac.uk**

We actively promote the safeguarding and welfare of all our students. Successful candidates will be subject to an enhanced DBS check.



**William Morris
Sixth Form**
Empowerment through Learning

William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London, who come to study on both academic and vocational pathways.

William Morris is a vibrant, ambitious and creative learning community which inspires a drive to **learn**. Our recent Ofsted report where we were given a 'Good' judgement, highlighted the qualities of our staff who are knowledgeable and specialist in their fields, providing a wide range of skills. Consistent practice across subjects enables students to be taught key facts and skills which benefit their overall experience at William Morris. Quality of teaching was judged to have 'Outstanding' elements and we have high expectations that we will achieve an Outstanding judgement at our next inspection. Staff who join William Morris should come prepared to join our exciting journey as we improve and develop the Sixth Form and continue to invest in all of our students to give them the best learning experiences, opportunities and aspirations. We invest in our staff to give them the proper professional support, inspiration and career development.

Unashamedly comprehensive, through rigorous teaching, learning and assessment we ensure that no student is left behind and that every student has an equal opportunity to uncover and fulfil their potential and achieve. Our students are provided with the practical, critical and analytical skills that they can apply as they progress through life, together with a confidence and resilience that will enable them to succeed.

We **empower** our young people to aim high, to have a strong sense of their own self-worth and shared values, whilst also having a strong sense of the value of community both locally and globally and their potential to make a positive difference to the world around them.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve and are empowered to progress.



Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 3, 2 and 1. Individual students' learning programmes enable combinations of subjects where appropriate. We have a large and exciting A level provision with nearly 30 different advanced subjects and are delighted at the number and calibre of our A level students. We offer some mixed economy pathways at level 3, and are currently in the process of becoming a T Level provider from 2023.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who wish to improve their basic qualifications. This includes provision for students to re-sit English and Maths at GCSE. William Morris prides itself on tackling under-achievement and offering the opportunity to gain knowledge and skills to students who may have underperformed at secondary school for a number of reasons. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 51 students with statements or EHC plans and over 100 students on K-SEN. We also offer ESOL teaching and literacy support for many students to ensure success on their courses.

Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

Some of the ways we support our students



An academic supervisor for each student who is responsible for monitoring overall progress, providing references for university and apprenticeships



A safeguarding team work to ensure every student is well-supported and cared for



Learning support help with academic development such as essay writing, revision, meeting deadlines and exam preparation



Counsellors offer a confidential counselling service, health education programme and advice service as well as a specialist welfare team



Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped library staffed by 4 highly qualified professional librarians, and a newly created careers centre, again with 4 qualified staff. Progression is key to the future success of our students.

We have a very exciting CPD programme, delivered in curriculum area teams, course teams and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed those new to teaching (ECTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students. All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and all staff and students are issued with a Chromebook so they have full access to all learning resources at all times, both on and off site

One of our main priorities is to support individual teachers in developing their IT skills and through the G-suite we are constantly innovating delivery and practice.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 80% of A2 & V2 students' progress to university each year including into the most prestigious institutions. We have also developed stronger support for students who apply for apprenticeships and are keen to raise our destination numbers in this area too. Our careers team play a vital role in raising students' aspirations and helping them through all application processes. Expert support is provided by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities.

Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The WMSF Vision

Create a culture of community, tolerance and aspiration which celebrates diversity and equality and inspires a drive to learn

Deliver a broad curriculum which embraces technology and empowers students to achieve their potential and make aspirational choices

Provide clear and dedicated pathways which enable students to make meaningful progression within the institution, through traineeships, and work, and beyond

Promote and support aspirations through advantageous university choices and quality apprenticeship progression routes which observe the needs of individual students

Ensure all students have the opportunity to participate in relevant and rewarding experiences which help them progress

Work with external partners to inspire students, broaden their knowledge of opportunities, create experiences and transform all our students into members of the global community

Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.



Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on developmental lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and those who have had an unconventional secondary schooling experience. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF, and we wish to further enhance our community through recruiting staff with equal commitment to our belief of 'empowerment through learning'.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment

Best wishes

Mary Berrisford

Principal



Job Description

Job Title: Learning Support Assistant

Responsible to: SENCO

Job Purpose

1. To acquire and draw upon the knowledge of differing types of special needs in order to develop an understanding of the specific needs of the learner.
2. To take account of the special needs involved, and to aid each student to learn effectively.
3. To establish a supportive relationship with each student in and out of class.
4. Providing in-class support and developing strategies to encourage independence and help students to learn effectively.
5. To support the student in non-educational activities.
6. To be the designated key worker for a caseload of students with Education Health Care Plans (EHCP), which includes: weekly meetings, completing paperwork in support of documenting all agreed outcomes and support needs using EduKey and all other platforms, communicating with family/guardians and professionals as required. To support the preparation for the annual review.
7. To advise, support, and help teachers become more effective in meeting the learning needs of students with special educational and medical needs.

Main Duties

Key Worker for Students with EHCP

- Act as the designated key worker for students who have an Education Health Care Plan (EHCP).
- Advise, support, and collaborate with teachers to improve effectiveness in meeting the needs of students with special educational and medical needs.

Understanding Special Educational Needs (SEN)

- Develop a comprehensive understanding of various types of special educational needs (SEN) by attending relevant CPD and liaising with the SENDCO and wider Inclusion Team.
- Apply this knowledge to tailor approaches based on the specific needs of each learner.

Supporting Effective Learning

- Assist students in learning effectively by addressing their individual special needs.
- Help students stay focused, complete tasks, and meet educational goals in collaboration with teachers and support staff.
- Attend specialist training on different areas of SEND needs.



- Support other members of both the CA and Inclusion Team, external agencies, professionals etc to support the students
- Contribute to and assist in curriculum area meetings and tutor team meetings with regard to SEND Learners.

Establishing Supportive Relationships

- Build positive, supportive relationships with students, their families/carers and staff inside and outside of the classroom.
- Foster a safe environment that encourages students' self-esteem and personal growth.

In-Class Support and Strategy Development

- Provide in-class (or as appropriate to ensure student/s can meet the demands of their learning) support to students during lessons.
- Develop strategies to promote student independence and build confidence. Collaborate with teachers to provide feedback on effective learning strategies for each student.

Non-Educational Support

- Assist students with daily routines, including arrival, departure, and break times.
- Support students during extracurricular activities such as trips, outings, and enrichment programs.
- Ensure students' well-being and inclusion in non-educational settings.

Specific Responsibilities:

- Invigilate and support exams for students with exam concession needs, when required.
- Provide support to the Inclusion Team when required to cover staff absences
- The Curriculum Area Leader will support the LSA to ensure student's needs are met
- This is not an exhaustive list of duties and the post holder may be required to undertake other duties commensurate with the level of this post.



Person Specification Teacher

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Job title: Learning Support Assistant
Reporting to: SENDCO

The ideal candidate will be able to demonstrate the following: -

1. Relevant experience and/or qualifications;
2. Experience of working with students within an educational setting particularly in a multicultural environment;
3. An understanding of young people and a desire to help them achieve their best;
4. Experience to organise and prioritise a varied workload, work independently and plan ahead;
5. Experience to work effectively as part of a team;
6. Excellent communication skills, both orally and in writing;
7. Evidence of commitment and contribution to the implementation of equal opportunities policies;
8. Willingness to undertake training, as required, e.g. Braille;
9. To attend staff meetings, participate in performance management arrangements and undertake training and development activities;
10. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information;
11. To undertake tasks of a similar nature and level, as directed by the SENCO.

Term dates for 2026-2027 William Morris Sixth Form

	First Day	Half Term	Last Day	
AUTUMN 2026	Wednesday 19th August 2026	Monday 19th Oct – Friday 30th Oct 2026	Friday 18th Dec 2026	
SPRING 2027	Monday 4 th January 2027	Monday 15 th Feb – Friday 19 th Feb 2027	Thursday 25 th March 2027	
SUMMER 2027	Monday 12 th April 2027	Monday 31 st May – Friday 4 th June 2027	Tuesday 6 th Jul 2027	

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre-Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

Disclosure and Barring Service Check (DBS)

Successful applicants for roles involving work with children and/or young people will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check, which will include a check against the Children's Barred List. In addition, for teaching roles, a Prohibition from Teaching check will be undertaken to ensure the individual is not prohibited from carrying out teaching work. All relevant pre-employment checks will be completed and satisfactorily verified prior to confirmation of appointment, in line with statutory safeguarding requirements.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

Qualifications/Registration with a Professional Body

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

References

All applicants must provide a minimum of two referees, including their most recent employer. References will be obtained and scrutinised prior to interview wherever possible.

References must:

Confirm suitability to work with children and/or young people
Include any disciplinary history, including safeguarding-related matters
Provide details of any safeguarding concerns or allegations
Confirm the reason for leaving and employment dates

The Sixth Form will only accept references obtained directly from referees and will not accept open references. Any concerns identified will be explored with the applicant prior to appointment.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.

Online Checks

The Sixth Form reserves the right to obtain such formal or informal background information about an applicant as is reasonable in the circumstances to determine whether they are suitable to work at the School. In accordance with paragraph 221 of KCSIE this will include online searches on shortlisted candidates. The online searches the Sixth Form carries out may include searches of internet search engines, websites and social media platforms (public online information). The Sixth Form will determine how it approaches online searches on a case by case basis. However, all applicants for a role at the Sixth Form will be treated consistently with regard to online searches.

