

EXCELLENCE THROUGH ENDEAVOUR



The Richmond upon Thames School

Job Application Pack Learning Support Assistant

Salary: RTS Scale 4 £26,092-£27,233
- Pro-rata
Term Time Only + 1 Week





Dear Candidate,

I am delighted that you have expressed an interest in The Richmond upon Thames School (RTS).

As a thriving comprehensive secondary academy (11-16), we have grown rapidly since opening in 2017 and now have 762 students across Y7 to Y11. In partnership with our Campus Partner, Richmond upon Thames College, we have launched RTS Sixth Form Plus, a distinctive, jointly-led provision designed to ensure our students experience a seamless and aspirational transition to KS5.

The years ahead promise to be particularly exciting. Situated at the heart of the Richmond Education and Enterprise Campus, RTS is uniquely positioned within a dynamic hub of education and innovation. We work alongside two outstanding special schools (Clarendon and Capella House) and a leading further education college (Richmond upon Thames College), creating a truly collaborative learning environment. Our state-of-the-art, purpose-built premises, alongside the next phase of campus development, including our new Sports Centre and the College's STEM Centre, both of which opened in 2024, provide an exceptional setting in which to learn and work.

Our ambition to do the ordinary differently continues to define our journey, as we establish RTS as a beacon of excellence. We recognise that being an outstanding school depends on the exceptional people within it. That is why we are committed to recruiting, supporting, and developing dedicated professionals who are passionate about education's transformative power. We want our staff to thrive, to excel through professional development, and to contribute meaningfully, not only to our students' lives but also to the broader educational landscape. At RTS, we foster an environment where ambition, innovation, and inclusivity shape the next generation of learners and leaders.

If you are driven to engage and inspire students, eager to work within a team of professionals who are relentlessly focused on continuous growth, and keen to collaborate with our industry and education partners, Haymarket Media Group, Harlequins FC, the National Physical Laboratory (NPL), and Richmond upon Thames College (alongside the wider HRUC group), then RTS is the perfect place for you. Our partnerships allow us to diversify and enrich the student experience, ensuring that every young person leaves RTS equipped for limitless opportunities and ready to be a champion for equality and social justice.

We welcome prospective candidates to reach out with any questions prior to submitting an application. Please contact Barbara Munro, PA to the Head Teacher, at pa@rts.richmond.sch.uk to arrange a suitable time.

We look forward to receiving your application and wish you well with the process.

A handwritten signature in black ink, appearing to be 'K Dooley'.

Kelly Dooley
Head Teacher - The Richmond upon Thames School

Our motto

Excellence Through Endeavour



Our school

RTS is a co-educational, non-selective and non-faith based school for 11-16 year olds and admits six forms of entry (162 children) per year.

The Richmond upon Thames School (RTS) provides an inspiring place for young people to learn and work purposefully towards achieving their best at all times. Our students are valued as individuals, recognised for their talents and challenged in their endeavours.

Our school encourages an atmosphere that rewards hard work and expects high academic achievement, but also provides an environment where children can develop as people and learn valuable life skills. Our students will emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything that they do.

RTS strives to be a welcoming place where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. It provides equal opportunities for all children regardless of disability, gender, race, religion or beliefs. We also promote a shared sense of purpose with our students, teachers, parents, and Trustees; all working towards a common goal to make the best possible school for our children.

Our team of talented staff inspire and nurture students throughout their school life, delivering imaginative, stimulating lessons that keep every child engaged. The school is already characterised by its excellent working relationships with industry partners, giving students the best possible foundations for their future careers. Our partners help shape the curriculum and set real-world projects, and will offer work experience and provide mentoring. Our unique access to real-world facilities through on-site partners Harlequins, Haymarket Media Group and Richmond upon Thames College, offer students a huge range of opportunities that will transform their future employment potential and enhance both their personal and physical development.

As leaders in digital technologies, we give every student the opportunity for safe and responsible access to the latest digital devices and encourage them to become the developers, not just the consumers, of future technology.

As a new school, connecting with our local community is important to us. Through supporting local projects, our students are encouraged to participate in programmes that widen their experiences and teach them the value of helping others. The school will also serve as a learning hub, providing a range of before-and after-school clubs, holiday activities, sports facilities hire and adult evening classes.



Our campus and facilities

RTS is housed in a purpose-built facility, with Clarendon School's secondary students and Capella House students accommodated in adjoining spaces.

Together with the Richmond upon Thames College, these institutions form the Richmond Education and Enterprise Campus, a hub of education, innovation, and opportunity.

Our recently completed (2025) outdoor sports facilities include floodlit artificial pitches – including a full-size pitch for football matches and rugby training – providing year-round opportunities for sport; alongside direct access to both 4G and grass pitches for rugby and football. In 2024, the campus expanded further with the opening of a double-height Sports Centre, featuring a four-court sports hall, a dedicated dance studio, and modern changing facilities.

The Education Campus model is redefining learning, integrating education with enterprise to equip students with the skills, experiences, and opportunities they need to succeed. Through strategic partnerships with Richmond upon Thames College, the Auriga Trust (Capella House and Clarendon), Haymarket Media Group, Harlequins, and the National Physical Laboratory, RTS benefits from a wealth of expertise from organisations that excel both nationally and globally. These partnerships continue to add a dynamic, real-world dimension to the school's curriculum and student experience.



Richmond upon Thames College

"Over the next two to three years the College is undergoing a transformation to become a first class further education college and a major technical and professional hub for West London with a reputation for academic and vocational excellence. The College is delighted to be a founder member of a school which will provide a high quality education, with a curriculum co-designed with us and the other Campus partners to provide choice and successful progression to further and higher education."



The logo for Haymarket, featuring the word "haymarket" in white lowercase letters on a dark blue rectangular background with a red vertical bar on the left side.

Haymarket

"Having a clear understanding of what employers look for in a business professional is crucial for tomorrow's workforce. The Haymarket Skills Academy programme of media days, career support, work experience opportunities will help RTS students to maximise their potential."



Clarendon School

"A brand new, purpose built building will provide facilities and teaching spaces specifically designed for the particular needs of Clarendon School's pupils, including those with autism. Being co-located on the Campus with RTS and the College will provide opportunities for inclusion for students to and from each setting and improved transition arrangements post-16. It will also allow access to shared facilities and improved opportunities for sharing staff expertise between settings."



Harlequins

"Harlequins is immensely proud to be a part of RTS. As one of the school's partners, the Club will be working closely with the Free School to create a sporting programme for all age groups and levels across a range of sports to encourage participation and healthy living. There will also be a number of work placement opportunities with access to experts from the industry including health and nutrition, strength and conditioning, leadership and management. We are looking forward to working with the other partners to deliver an outstanding educational campus for 2017 and beyond."



Our curriculum

We are an inclusive school, where every student is stretched and challenged to exceed their personal best. Securing each child's academic success and independence is at the heart of our approach, with demanding teaching that fosters resilience, curiosity, and intellectual agility.

Our teaching methodologies ensure that students engage critically with complex concepts, developing the analytical skills needed to thrive in an ever-changing world. While our curriculum remains rooted in traditional academic excellence, we take an enterprising approach to its design, leveraging innovative digital technologies and strategic partnerships to enrich learning. Our extended school day provides students with access to a wealth of diverse and enriching learning experiences beyond the core curriculum.

In KS3 (Years 7-9), students benefit from a broad and ambitious curriculum, studying Art, Computer Science, Design and Technology, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, Prep, PSHCE, RE, Science, and Spanish.

At KS4 (Years 10-11), students undertake a rigorous suite of GCSEs, including Art, Citizenship, Computer Science, Design and Technology, Drama, English, French, Geography, History, Hospitality and Catering, Mathematics, Media Studies, Music, Physical Education/Sport, Religious Education, and Sciences (Biology, Chemistry, and Physics), alongside Spanish.

Learning at RTS extends far beyond the classroom walls. From scientific explorations at Kew Gardens during Science Week to theatre and gallery visits, masterclasses led by industry leaders, collaborative projects with universities, and weekend outdoor expeditions, students benefit from a dynamic, experience-rich education. As a technology-forward school, every student has access to a school-issued iPad, enabling them to engage with cloud-based classrooms, revisit lesson materials, and independently explore extension activities.

Sport plays a key role in the RTS experience, with students competing in tournaments against other schools and an annual Sports Day, which is deeply embedded in our house system—fostering team spirit, resilience, and a shared sense of pride in school life.

KS3

Art	Music
Computer Science	Physical Education (PE)
Design and Technology	PSHCE
Drama	Religious Education (RE)
English	Science
French	Spanish
Geography	Enrichment
History	Prep
Mathematics	Academic Tutoring

KS4

Art	English language	Physics
Biology	French	Physical Education (PE)
Chemistry	Geography	PSHCE
Computer Science	History	Religious Education
Citizenship	Hospitality & Catering	Spanish
Design and Technology	Mathematics	Sport
Drama	Media Studies	Academic Tutoring
English literature	Music	

Our curriculum | extended day

At the Richmond upon Thames School, we have longer school days on Tuesday, Wednesday and Thursdays. We use our longer days to provide exciting enrichment options. In KS3, the enrichment curriculum personalises and broadens students' school experience through access to a wide range of exciting sessions including Master-Chef, dissection, choir, Karate, 3-D model making, gardening, a range of sports clubs and more. In KS4, students access a comprehensive careers education information and guidance programme, which supports students' development for the next stage of their lives.

Through our best endeavours, we strive to prepare our students for the next stages of their lives. We do this through a combination of methods, including PSHCE, academic tutoring, assemblies, employer visits, seminars, masterclasses, workshops, drop down days and 1:1 sessions.

As a school, we are committed to ensuring that the learning experience supports all of our students to develop to their full potential. We recognise that some students may have particular strengths, whether academic, musical, artistic or sporting and that others require support with special educational needs or disabilities. To support all students our dedicated staff work together to ensure no student is left behind and we do this by providing stimulating, engaging learning experiences delivered by excellent teachers.



Job Advert

The Richmond upon Thames School (RTS), an ambitious and forward-thinking secondary academy in Richmond, London, is seeking a highly motivated, committed and enthusiastic Learning Support Assistant (LSA) to join our dynamic Inclusion and SEND Team. This is an exciting opportunity to be part of a school that does the ordinary differently, ensuring that every student receives an exceptional education, experiences high expectations, and is supported to develop the academic confidence, personal resilience and character needed to thrive.

As a Learning Support Assistant, you will play a vital role in supporting students to access learning, participate fully in school life and achieve beyond what they may initially believe is possible. Working across a range of subjects and year groups, you will help to remove barriers to learning, support high-quality classroom practice and contribute to the continuity, stability and safety of our students.

We are seeking individuals who:

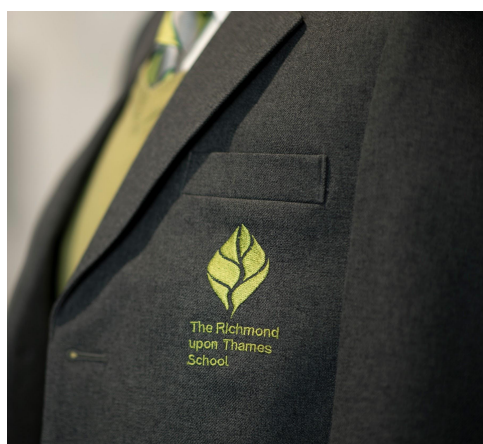
- Have a strong moral purpose and genuine commitment to supporting young people
- Are ambitious for students with additional needs and committed to helping them succeed academically, socially and personally
- Can build positive, professional relationships with students, staff and families
- Understand the importance of inclusion, dignity, consistency and high expectations
- Are calm, organised, reflective and able to work effectively as part of a team
- Can support learning across a range of subjects, working under the direction of teaching staff and leaders
- Are willing to learn, develop and contribute to a culture where every student is known, valued, challenged and supported

What RTS offers you:

- A state-of-the-art learning environment as part of the Richmond Education and Enterprise Campus
- A highly successful, supportive and forward-thinking school community, where professional development is valued
- A collaborative Inclusion and SEND Team with a clear commitment to student achievement, wellbeing and safety
- Opportunities to develop your knowledge of inclusive practice, SEND provision, classroom support and intervention
- The chance to contribute meaningfully to a school that values innovation, embraces technology and has a clear strategic vision for inclusion
- Access to our unique Trust partnerships, including Haymarket Media Group, Harlequins FC, the National Physical Laboratory and Richmond upon Thames College, enriching students' experiences and broadening their understanding of future pathways

This is an important role for someone who wants to make a visible difference to students' daily experience of school. The successful candidate will bring energy, care, professional curiosity and a belief that inclusion is not a lowering of ambition, but one of the ways in which ambition is made real.

Prospective candidates are welcome to discuss any questions before submitting an application. To arrange a suitable time, please contact Barbara Munro, PA to the Head Teacher, at pa@rts.richmond.sch.uk or on 0208 891 2985



The Richmond upon Thames School Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Successful applicants will be expected to complete an enhanced DBS check and to disclose any information relevant to Disqualification by Association.

Job description

Title Salary Reporting to Line management of	Learning Support Assistant RTS Scale SENCO N/A
Hours of work: The working week is 37.5 hours, core hours are between 08:00- 16:30 with a half hour lunch break as agreed with your Line Manager. Term-Time only + 1 week	

Overall Job Purpose

- To support students with SEND and additional needs to access high-quality teaching, participate fully in school life, and make strong academic, social and personal progress within a mainstream secondary school context.
- To work under the direction of the SENCO, teachers and relevant leaders to complement, not replace, teacher-led instruction, supporting planned learning activities, targeted interventions and agreed adjustments for individuals and groups.
- To observe, record and share relevant information about students' engagement, access to learning, independence, progress and wellbeing, so that teachers, the SENCO and leaders can assess need, review provision and adapt support.

Teaching and Learning/Individual or group of students

- To work as part of the Inclusion and SEND Team to support students with SEND and additional needs in mainstream lessons, interventions and wider school activities, ensuring that support enables access, participation, independence and dignity.
- To develop a secure working knowledge of students' identified needs, strengths, barriers, EHCP outcomes, SEN Support plans, Student Support Plans, reasonable adjustments and agreed strategies, using this knowledge sensitively and professionally.
- To develop a secure working knowledge of students' identified needs, strengths, barriers, EHCP outcomes, SEN Support plans, Student Support Plans, reasonable adjustments and agreed strategies, using this knowledge sensitively and professionally.
- To use graduated support, including prompting, clueing, modelling, correcting and withdrawal of scaffolds over time, so that students are encouraged to attempt tasks independently before adult support is increased.
- To reinforce learning by supporting recall, retrieval, vocabulary development, subject-specific language, reading access, task organisation and students' understanding of teacher instructions.
- To support students with sensory, physical, communication, cognition and learning, social, emotional or mental health needs, in line with agreed plans, staff training, risk assessments and reasonable adjustments.
- To support students to record, organise and present their work using appropriate methods, including written, digital, visual or assistive approaches, while maintaining high expectations of effort, accuracy and independence.
- To help students develop organisation, study habits, self-regulation, resilience, readiness for learning and age-appropriate independence, including preparation for examinations, transitions and future pathways.
- To support positive learning behaviours by using agreed routines, de-escalation strategies, relational approaches, praise, redirection and consistent expectations in line with the school's behaviour policy and The RTS Way.
- To model respectful communication, inclusive language, professional boundaries, punctuality, preparedness, calm conduct and high expectations for all students.
- To build students' confidence, self-esteem and academic self-belief by helping them experience appropriate challenge, success, participation and increasing independence.
- To communicate with parents/carers only as directed by the SENCO or relevant leader, ensuring that information shared is accurate, proportionate, professional and consistent with school policy.

Class teachers/Administration

- To liaise with teachers before, during and after lessons where practicable, contributing relevant information about students' needs, strategies, engagement and barriers, while recognising that teachers retain responsibility for lesson planning, teaching and assessment.
- To prepare, adapt and organise resources, equipment and materials that support students' access to learning, including visual prompts, vocabulary supports, writing frames, assistive technology and practical materials where agreed.
- To support pre-teaching, overlearning, rehearsal, retrieval and transition preparation for identified students or groups, where this is planned by teachers, the SENCO or relevant leaders.
- To support identified students or groups with adapted or scaffolded activities, ensuring that support remains linked to the intended curriculum and does not reduce ambition.

(continued over)

Job description (continued)

Class teachers/Administration

- To support the implementation of agreed programmes, interventions and strategies, including literacy, numeracy, communication, social skills, regulation, study skills or subject-access interventions, where trained and directed to do so.
- To supervise or support practical, creative, technical, physical or off-site learning tasks where directed, ensuring that health and safety expectations, risk assessments and teacher instructions are followed.
- To carry out structured observations, record relevant evidence and provide timely feedback to teachers, the SENCO or relevant leaders on students' engagement, progress, independence, barriers and response to support.
- To maintain accurate records of support, interventions, observations and agreed actions, contributing to review processes, provision mapping, student profiles and the graduated approach of assess, plan, do, review.
- To contribute to the development, implementation and review of Student Support Plans, SEN Support plans, pupil passports, EHCP provision, reasonable adjustments and intervention records, under the direction of the SENCO or relevant leader.

Standards and Quality Assurance/Whole school

- To uphold school policies and procedures, including safeguarding, child protection, SEND, behaviour, attendance, equality, confidentiality, data protection, health and safety, online safety and staff conduct.
- To engage in relevant CPD and supervision, including training on SEND, adaptive practice, safeguarding, behaviour, communication, de-escalation, medical needs, assistive technology, examination access arrangements and intervention delivery where appropriate.
- To support the aims, ethos and values of RTS, including Excellence Through Endeavour, high expectations, inclusive practice and the belief that ambition belongs to every student.
- To set a strong professional example in dress, punctuality, attendance, conduct, communication and reliability.
- To attend relevant team meetings, staff briefings, training sessions, CPD and review meetings as required.
- To remain vigilant in relation to safeguarding, early help, child protection, health and safety and welfare concerns, reporting concerns promptly through the school's agreed systems.
- To work collaboratively with the Inclusion and SEND Team, teachers, pastoral leaders, safeguarding colleagues and external professionals, sharing relevant information appropriately and within agreed professional boundaries.
- To undertake other duties reasonably assigned by the SENCO, line manager or Head Teacher, commensurate with the grade, job title and needs of the school.
- To contribute, where directed, to the school's wider learning, enrichment, trips, visits, clubs, transition, intervention and inclusion activities.

Other

- As RTS continues to grow, roles and responsibilities may evolve in consultation with the post-holder to meet school needs.
- The school will make reasonable adjustments to the job and working environment to support applicants and employees with disabilities.
- This job description is subject to periodic review by the Head Teacher to reflect school priorities and developments.
- RTS is committed to safeguarding and promoting the welfare of children and young people, and all staff must share this commitment.

Person specification

	Essential	Desirable
Qualifications and Experience	• Excellent numeracy and literacy skills • Qualifications equivalent to Level 2 or above in English and Maths • Evidence of further study • Experience of students working with special educational needs • Specific and relevant qualifications/training • Working within a school environment	• A Levels or Equivalent Teaching Subject and/or Related Degree • Previous experience of implementing new initiatives • Previous experience of working in a secondary school • Teaching Assistant qualification
Skills and Knowledge	• Enjoys working with children • Excellent interpersonal skills with the ability to form and maintain appropriate relationships with children and adults • A belief that students can achieve • Ability to create / contribute to a stimulating classroom environment • Self motivated, uses initiative and is a proactive practitioner • The ability to deal with peaks and troughs of workload • A team player and a 'volunteer' character • A 'can do' attitude and a mentality of going 'above and beyond' expectation • Ability to embrace change and be flexible • Well organised with good time management • Excellent written communication skills • Sound ICT skills • Reliable and trustworthy • Calm under pressure and enjoyment in overcoming challenges • Professional understanding of the importance of confidentiality • Have a sense of humour, warmth, stamina, energy and resilience • Willingness to uphold school ethos, values, procedures and guidelines at all times with utmost consistency	• Delivery of specific literacy/ numeracy/speech/ language/ social or emotional/specialist support programmes

Application details

Thank you for your interest in our vacancy at The Richmond upon Thames School. Further details of this post, the school and the Trust are included in this pack and on our website. Details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete our online application form which is accessed via the vacancies page of the school website.

www.richmonduponthamesschool.org.uk

The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

School visit

Prospective candidates are welcome to come for an informal visit to the school before submitting their application. Alternatively, you are welcome to discuss any questions that you may have prior to submitting your application; contact Barbara Munro, PA to the Head Teacher on 0208 891 2985 or

pa@rts.richmond.sch.uk to arrange a suitable time.

Supporting statement

You will be directed to respond to the following questions within the electronic application form. Please refer to the job description and person specification when responding to the questions. **We do not accept CVs.**

- How have your experiences to date prepared you for this post?
- How are you uniquely qualified for this role?
- How have you enhanced the wider life of your current/previous school/s?
- How will you ensure excellent academic progress and outcomes for students of all abilities?

Shortlisting

Due to the number of applications received we are unable to provide feedback to candidates who are not invited for an interview. The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

Interview

To be confirmed

Safeguarding

The Richmond upon Thames School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

Online searches

In accordance with Keeping Children Safe in Education guidance, the school conducts online searches for shortlisted candidates as part of the process of assessing suitability. The purpose of the online search is to ensure that potential candidates are suitable for the role they have applied for and will not pose a safeguarding risk or damage the reputation of the school. The online search does not form part of the shortlisting process itself, and it will not be carried out by the interview panel. The search will only be carried out by individuals who are not involved in any other aspect of the recruitment process.

All relevant information uncovered will be discussed with the applicant at the interview, and no recruitment decision will be made solely on the basis of an online search. All candidates will be treated consistently, and no irrelevant information uncovered will be provided to the staff responsible for interviewing the job applicant.

Benefits of Working At RTS

The school is well placed for excellent transport links whether travelling by foot, cycle, car, bus or train.

- There are ample secure cycle racks for staff to use (as well as staff showering facilities on site), as well as access to a 'Cycle to Work' scheme.
- The site also has a secure, controlled access car park for staff to use with direct access to the A316.
- The school is well served by local bus routes in all directions; and is within easy walking distance to Twickenham train station, which is in Zone 3 and well served by South Western Trains.

There is a focus on developing community and positive staff wellbeing through:

- Employee Assistance Programme (EAP)
- Quiz nights
- Discounted tickets at some Harlequins matches
- Staff-led fitness and sports
- Discounted membership for Nuffield Health, Twickenham (next door to RTS);
- Seasonal gatherings
- Free tea and coffee in the light and airy staff social room
- Two-week Autumn half-term break; and
- Membership of a pension scheme is available.

Continuing professional development has a strong focus. There is an extensive programme available which extends to internal and external specialists, as well as partnerships with other educational and business providers.

Reciprocal school visits are encouraged with existing arrangements already in place.

RTS is proud of its well established links within the community and has an active PTA. We welcome and encourage local businesses and groups to join us during the annual Christmas Fair.



The Richmond upon Thames School

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www.richmonduponthameschool.org.uk