



Fareham
Academy

Applicant Pack

Lead Learning Support Assistant

Grade C

Start date: 01 November/December 2024

35 hours per week (40 weeks)

Actual Salary - £20,253 – £21,104

(£24,405 - £25,430 FTE)

Fareham Academy

www.fareham-academy.co.uk/vacancies

For more information regarding the post please visit our website or email Mrs Payne on g.payne@fareham-academy.co.uk

Closing Date: 18 October 2024

Letter from Headteacher

Dear Applicant

I am delighted that you are expressing an interest in working at Fareham Academy. We are a caring and forward-thinking school, where academic achievement and the personal development of each child go hand in hand. Our motto “Unlocking Potential – Creating Opportunity” supported by our values of Resilience, Aspirations and Kindness captures the ambition we have for all our students.

Throughout my time as Headteacher I have consistently seen exceptional teaching and learning, which has been verified through our Ofsted Inspection. I am especially proud that several members of our Middle Leadership started their careers with the school. We are committed to the development of all our staff and providing the opportunities and support to progress in their careers.

We are looking for the right person to add value to our school and be part of our exciting journey. I wish you the best of luck with the application process.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk or visit our website: www.fareham-academy.hants.sch.uk

Yours faithfully,



Christopher Prankerd
Headteacher

“Developing transferrable skills such as teamwork, communication, problem solving, and innovation to better prepare students for the constantly changing world.”



Lead Learning Support Assistant

Fareham Academy has an opportunity to appoint a Lead Learning Support Assistant, here at the Academy we have high aspirations and expectations for children and young people with special educational needs and disabilities. We aim to supply provision to ensure all students achieve their best, have high self-esteem and are able to successfully transition into adulthood. We strive to put in place reasonable adjustments so that students with special educational needs and/or disabilities can be equally included in school life.

We are looking for suitably qualified LSAs to lead a team of LSAs within the specific area of need within Cognition & Learning.

The successful candidates will be responsible for line-managing a team including the allocation and monitoring of work and training. You will be capable of taking the lead in your specific area working closely with Assistant Headteacher, SENDCo and Assistant SENDCo.

A photograph of three school staff members standing outdoors on a grassy area with trees in the background. A man in a blue suit is on the left, a woman in a floral dress is in the middle, and a woman in a black top and plaid skirt is on the right, holding a blue folder. They are all smiling and engaged in conversation.

“A place where staff cultivate a desire for learning and self-improvement.”

Your Opportunity

The successful candidates will be able to demonstrate:

- The ability to relate well with children and adults
- Educated to GCSE level standard or equivalent with passes including English & Maths at Grade C or above.
- Diploma in Specialist Support or equivalent in teaching assistance experience
- A good understanding of child development and learning
- Experience of working or caring for children

The successful candidate will:

- Highly motivated and committed
- Good numeracy/literacy skills educated to GCSE level standard or equivalent with passes including English, Maths & Science at Grade C or above.
- Well organised and punctual with a professional attitude to work
- Will to work as part of a hard-working, dedicated team
- Positive, proactive, with a good sense of humour who is willing to work flexibly to meet the changing needs of the school
- Be an active member of school life and actively subscribe to the ethos of the school
- Believes in young people
- Sets high expectations of themselves

In return we will offer you:

- A professional, hardworking and supportive team of staff with the capability and desire to raise student achievement
- A Staff Well-Being Programme
- Enthusiastic students who are willing to learn and are proud of their learning environment
- Opportunities for further professional development
- A caring and supportive working environment within a vibrant school community
- A personalised CPD programme suited to staff requirements
- Access to a network of schools to support personal and professional development
- A fully paid Private Health Care Programme
- Local Government Pension Scheme (LGPS)

Post Details		Last Updated: 16/09/24	
Department:	Whole School		
Job Title:	Lead Learning Support Assistant		
Grade:	Grade C Scale – 35 Hours per week	40 weeks per year	
Responsible to:	Assistant Headteacher, SENDCo & Assistant SENDCo		
Responsible for:	LSAs & Area of Specific Need		
<u>Job Purpose:</u>			
The support of individual or groups of students to ensure that the care and learning programmes for the students are met. The co-ordination of a team of LSAs in providing support, intervention, monitoring and reviewing student progress within Cognition & Learning.			
<i>This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.</i> <i>Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.</i>			
Person Specification			
Qualifications and Professional Memberships			Essential/ Desirable
Educated to GCSE level standard or equivalent with passes including English and Maths at Grade C or above			E
Diploma in Specialist Support or equivalent in teaching assistance experience			E
Relevant Experience or trained SEMH, Communication & Interaction or Cognitive & Learning			E
Experience and Knowledge			Essential/ Desirable
Experience of working in a support capacity in a school with pupils of relevant age or in an appropriate learning environment.			E
Be able to prioritise and manage workload.			E
Have good, written and verbal communication skills and be able to relate well to school staff, candidates of all abilities, parents and carers.			E

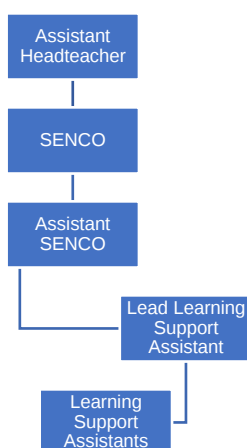
Be able to work in an organised and methodical way and have sound organisational and coordination skills.	E
Be able to work effectively under pressure.	E
Be able to maintain confidentiality.	E
Practical Skills	
Ability to plan, prioritise and organise work and resources for self and others	E
Be able to work accurately and to work to set deadlines	E
Awareness of standard procedures e.g. titrations and making up standard solutions	
Confident basic user of ICT.	E
Personal Qualities & Attributes	
Ability to work as part of a team and on own initiative and with resilience	E
Self-motivating with the ability to multi task	E
Good interpersonal skills, and the ability to enthuse and motivate others	E
Willingness to undertake first aid training	E
Communication Adaptability / Flexibility Planning and Organising Teamwork Continuous Improvement	Essential
Organisational Information	

All staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the school's Health and Safety Policy.
- Undertake such other duties within the scope of the post as may be requested by your Manager.



Main Responsibilities/Activities:

This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose.

More specifically the post holder will be expected to:

Purpose & Scope

- To lead a team of LSA in the chosen specific area of specialism
- To support individuals or groups of students, including more specialised support for those with special education needs, to ensure that care and learning programmes for the students are met.
- Under the instruction/guidance of SENCO or other senior staff to enable access to learning for students and to assist the teaching staff in the management of pupils and the classroom. Work may be carried out in the classroom or in other teaching areas.
- Share good practice within main curriculum area (English or Maths or Science or Modern Foreign Languages) to enhance work of teachers and other LSAs.
- To work with Head of Department/Faculty to monitor progress of SEN students within curriculum area and advise on strategies to support student progress.

Organisational Relationships

- Responsible to SENCO, Assistant SENCO but works to and with curriculum Head of Department and teachers on a day to day basis according to timetable.

- With reference to the SENCO, Assistant SENCO, to liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles.
- To maintain professional relationships with all staff.
- To organise, train and support a team of LSAs.

Main Duties & Responsibilities

Support for pupils

- To attend to the personal, social and academic needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making this part of the learning experience.
- Supervise and provide support for students in lessons, including those with special needs, contributing to ensure their safety and access to learning activities.
- Supervise pupils in Learning Support Centre Time Out and Remove rooms.
- Provide support during examinations as directed by SENCO and Exams Officer
- Set high expectations of conduct whilst acting as a role model.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Promote the inclusion and acceptance of all students within the classroom within the school's policies and procedures of equal opportunities.
- To provide feedback to students in relation to progress and achievement under the guidance of the teacher, the SENCO or Assistant SENCO.
- Support for teachers
- To work with core subject Heads of Department and teachers to develop differentiated resources and teaching approaches.
- To attend subject department meetings and any related subject-based CPD
- Assist with the planning of learning activities.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- To encourage constructive relationships within the classroom by promoting good student behaviour and dealing promptly with conflict and incidents in line with the school policies.
- To monitor student responses to learning activities and accurately record achievement/progress as directed and provide feedback to teachers on students' achievement, progress, problems etc. Support for the curriculum
- In liaison with SENCO, Assistant SENCO to lead intervention programmes for literacy, numeracy and any other identified group or individual learning support needs.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the SENCO /appropriate staff.
- Understand and ensure appropriate organisation/use of the classroom, equipment and resources, including supporting the use of ICT in learning activities and developing students' competence in its use.

General Duties

- Accompany groups of students/individual students on school trips led by teachers.
- Where delegated responsibility for students off-site under supervision of external qualified teachers/tutors (e.g. college visit) ensure that full risk assessment procedures are in place.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to a named appropriate person.
- Carry out their duties with the due regard to the academy's policies on equal opportunities, health and safety and quality assurance.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.
- To contribute to the professional development of the Learning Support Team through input to team meetings (e.g. sharing training experience and skills)
- Undertakes other similar duties and activities that fall within the grade and role any other duties as may be reasonably required by the Head teacher.

Please note: Academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.



Fareham
Academy

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