



# William Hulme's Grammar School

The best in everyone™

Part of United Learning



## Candidate Pack

### *Learning Support Assistant (Secondary Phase)*



**United Learning**

The best in everyone™



## Overview of the Role

Thank you very much for your interest in applying to be a Learning Support Assistant in the Secondary Phase at William Hulme's Grammar School (WHGS).

The LSA role is vital in supporting teaching staff in the delivery of lessons by supporting students with learning difficulties and/or disabilities in mainstream classes. We are looking for an individual with experience of working with SEND children. The successful candidate must be patient, caring, supportive and willing to work with a committed staff team. The ability to work and communicate well with parents and with natural authority is essential for this post. The ideal candidate will have a relevant Level 3 Qualification or be willing to enrol on the United Learning Level 3 Teaching Assistant Apprenticeship programme. Good numeracy and literacy are required as well as sound ICT skills.

## Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

### More pay:

- Cash towards medical treatment.
- Generous staff discount scheme.

### More time:

- Three extra INSET days for planning.
- At least one personal day off a year.

### More support:

- Great training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



*"Teachers use their strong subject knowledge to prepare interesting and engaging lessons" Ofsted, 2019*



## Our Framework for Excellence

**United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.**



### The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

### Powerful Knowledge

### Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

### Leadership in Every Role

### Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



## Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

## Our Values

### Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

### Compassion Charter

I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

### Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



***“Leaders have an unwavering commitment to pupils’ wider personal development” Ofsted, 2019***





## **JOB DESCRIPTION**

### **Learning Support Assistant (Secondary Phase)**

<b>Department (Faculty):</b>	Special Educational Needs / SEND
<b>Directly Reporting to:</b>	Secondary Phase SENDCO
<b>Indirectly Reporting to (if applicable):</b>	Head of School (Secondary)
<b>Context / Scope of Role:</b>	Term Time Only (39 weeks, including all Inset & Planning Days) Secondary Phase Only
<b>Purpose of Job/Role:</b>	To support subject teachers and the classroom environment when teaching students with learning difficulties/disabilities in mainstream classes.
<b>Line Management Responsibilities:</b>	None
<b>Contacts &amp; Working Relationships:</b>	Learning Support Team, Teaching Staff, Parents and Pupils
<b>Job Family:</b>	Teaching and Learning
<b>Band:</b>	Vocational (V), 2
<b>Salary Range:</b>	From £24,921 per annum (FTE) <b>From £21,504 per annum (Actual for Term Time Only)</b>

#### **Roles and Responsibilities – Teaching and Learning / Individual Groups of Students**

1. To work as part of the Learning Support Team in supporting and including students with learning difficulties/disabilities in mainstream classes.
2. To develop an understanding of the special educational needs of the student/s concerned.
3. To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
4. To build and maintain successful relationships with students, treat them consistently, with respect and consideration.
5. To help promote the importance of independent learning.
6. To help reinforce learning.
7. To assist students with sensory and or physical needs.
8. To help students record work in an appropriate way.
9. To develop study and organisational skills as well as increasing independent life skills.
10. To help keep the students on task and to build motivation.
11. To model good practice.
12. To help build the student/s' confidence and enhance self-esteem.
13. Liaise regularly with the parents of the supported students, as well as at Parents' Evenings or SEN/Annual Review Meetings.



### Roles and Responsibilities – Class Teachers / Administration

1. To have formal and informal meetings with teachers to contribute to planning lessons / activities.
2. To prepare materials and resources.
3. To prepare students beforehand for a task.
4. To work on differentiated activities with identified groups.
5. To support the teacher in implementing specific teaching programmes.
6. To supervise practical tasks.
7. To carry out structured classroom assessment/ observation and feedback outcomes.
8. To be involved in keeping records and evaluating identified students' progress.
9. Assist in the development and implementation of Individual Pen Profiles for pupils and aid information sharing with the wider staff team.

### Other Duties

1. Support the aims and ethos of the school.
2. Support the implementation of school policies and procedures.
3. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of EduCare courses as required.
4. Set a good example in terms of dress, punctuality and attendance.
5. To work as part of the team, liaising, advising and consulting where appropriate.
6. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
7. To participate in the school's PDR process.
8. To identify personal training needs and to attend appropriate internal and external in-service training.
9. To carry out Duties as part of the Duty Rota.
10. To assist at school functions and with extra-curricular activities.
11. To perform such other duties as may be required by the Principal or Senior Leadership Team.
12. To carry out all other reasonable duties in line with this position as requested by the Principal.

### Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

**Date of Last Review:** March 2025

**Reviewed by:** HR Team



## **PERSON SPECIFICATION**

### **Learning Support Assistant**

#### **(Secondary Phase)**

<b>Requirement</b>	<b>Essential/ Desirable</b>	<b>Method of Assessment</b>
<b>Qualifications</b>		
Minimum of A-C (9-4) GCSE Maths and English – high grades preferred	E	Application Form Certificate Check
A relevant Level 3 or above qualification (that includes content on child or adolescent development, teaching and learning, SEND provision, or barriers that impact learning. Or be prepared to enrol onto a Level 3 Teaching Assistant Apprenticeship.	E	
A-Levels / Degree	D	
Training and qualifications relating to SEND and any specialism	D	
<b>Experience</b>		
Have already worked in a Primary or Secondary or setting supporting SEND pupils (2 years minimum)	E	Application Form Interview Process References
Experience of working with families/care, knowledge of child development and issues relating to social exclusion	E	
Good understanding of key SEN issues, eg. Code of Practice, disability rights	D	
Experience working with pupils with ASC and associated difficulties.	D	
Experience planning and delivering a range of interventions to small groups.	D	
Experience in any areas of SEN Specialism	D	
<b>Knowledge and Skills</b>		
ICT literate	E	Application Form Interview Process
Excellent interpersonal and communication skills (verbal and written)	E	Reference
Sound administrative ability with attention to detail	E	Tests
Ability to prioritise work under pressure and meet tight deadlines, but always with a concern for quality	E	
Training in areas relating to cognition and learning, Communication and interaction, Social Emotional and Mental Health and sensory or physical needs.	E	
Training relating to SEND, safeguarding	D	
Training in any areas of SEN Specialism	D	
Previous use of Arbor/SIMS or other Management Information System	D	



Requirement	Essential/ Desirable	Method of Assessment
<b>Personal Competencies and Qualities</b>		
Confidence to review own performance	E	Interview Process References
Be pro-active in offering ideas	E	
Patient but firm	E	
Contribute to whole school development	E	
Sensitivity to appreciate when confidentiality and discretion are required	E	
Flexible, adaptable and willing to learn new skills	E	
Leadership skills and experiences	D	
<b>Teamwork</b>		
Ability to work well within a supportive teamwork structure	E	Interview Process References
Be able to take direction but be prepared to take initiative when required	E	
Proven experience in a multi-disciplinary setting	D	



## TERMS AND CONDITIONS

The Learning Support Assistant (Secondary Phase) will work under the direction of the Secondary Phase SENDCO at the school's premises on Spring Bridge Road.

### Hours of Work

This is a permanent position and is full time, (37.5 hours per week, excluding lunches), term-time only (currently 39 weeks per annum). The basic hours are 8.00 am to 4.00 pm Mondays, Tuesdays and Thursdays, 8.00 am to 4.30 pm on Wednesdays and 8.00 am to 3.30 pm on Fridays. It is not expected that overtime will be required; however, the post holder will be expected to attend all Staff Inset/Training and Planning days, unless agreed in advance with the Principal.

### Job Family, Pay Band and Salary

The role is part of the Teaching and Learning Job Family and is placed in Pay Band 2 (Vocational) and has a minimum starting salary of **£24,921.00** per annum (Full Time Equivalent), **£21,504.00 (Actual)**. The salary is pro-rata'd for Term Time Only and paid evenly over 12 calendar months, irrespective of when school holidays fall.

### Holidays / Annual Leave

Twenty-six days leave plus the statutory English public holidays per annum pro rata. Holidays must be taken in school holidays. Both annual and statutory holidays have been taken into account in the calculation of the actual annual salary.

### Pension

The Learning Support Assistant (Secondary Phase) will be enrolled automatically into the Local Government Pension Scheme (LGPS) run by Greater Manchester Pension Fund (GMPF). The employee contribution is between 5 and 6% of annual salary **and the employer contribution is 19%**. You do have the option to opt out of this scheme after enrolment if you wish. For further details you can access the GMPF website ([www.gmpf.org.uk](http://www.gmpf.org.uk)).

### Rewards and Benefits

- United Learning has teamed up with Perkbox to offer employees over 250 exclusive benefits, all through their easy-to-access platform and mobile app. Featuring a huge range of perks, from discounted cinema tickets and holidays to money off meals out at restaurants and savings on food, gym memberships, technology and clothes shopping. We also offer salary sacrifice schemes such Cycle to Work, Car Lease and Gymflex - which offer tax and NI savings.
- All staff on a permanent or fixed term contract with 6+ months service are eligible for the health cash plan provided by Westfield Health. This enables staff to claim money back towards the cost of essential healthcare, as a result of trips to the optician, dentist or physiotherapist, up to annual limits. It also includes the ability to book same day virtual GP appointments.

### Preconditions including Disclosure of Criminal Background

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition Order Check (if applicable)
- Completion of a Disqualification declaration
- Pre-employment Medical Check



## How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole.

We always appoint on merit. We are open to discussing flexible working options.

*The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. United Learning is an equal opportunities employer.*

<b>Closing Date</b>	<b>Thursday 27 March at 12 noon</b>
<b>Interviews</b>	<b>Tuesday 1 April 2025</b>

