

Learning Support Assistant





Riverston
College



From the Headmaster, Guy Baker

Welcome to Riverston School and College. Our unique setting supports students with a range of backgrounds, abilities and experiences through secondary school and beyond. Our holistic and therapeutic approach to education allows us to successfully support young people who can struggle with the traditional school journey, but with the right support and care can and do really thrive.

Riverston specialises in working with neurodiverse young people, and so brings together a community of unique, tolerant, kind and welcoming students. We are committed to providing a nurturing environment that supports the whole family. Our fundamental focus is students' happiness and future success; in whatever form this takes.

We cater for secondary school students with a wide range of needs including autism, ADHD and social, emotional and mental health needs. We offer support from on-site therapists and intervention services to ensure that children's Education, Health and Care Plan targets are achieved. Our specialist teachers, small class sizes and high levels of adult support allow for students to access and enjoy a more traditional school experience at the level and pace that works for them. All of our staff are highly skilled with the very best up-to-date training in an ever-evolving field. We are committed to inclusion, innovation and to inspire all of our students to success.

At Riverston, children are nurtured and will in grow in confidence. They will join our unique learning community, in which everyone feels safe, cared for, challenged, and inspired to succeed.

About our School

At Riverston, we believe that every child has talents and abilities that should be nurtured and developed. We will stretch and challenge every child, whilst supporting and encouraging them to achieve more than they might believe possible. Multi-disciplinary, our highly qualified and experienced teachers work alongside speech and language therapists, an occupational therapist, drama therapist, and learning support specialists to meet any additional learning needs that a child may have at specific times in their development and school career.

We recognise that every child is different, and that they will develop, grow and learn at different rates and in different ways. Therefore, our teaching, and our support, encouragement and motivation for each child recognises these differences and is personalised and individualised for them. We welcome children of all backgrounds, talents and faith, to learn and develop together as a close-knit 'family' community. If we feel that we can meet the individual needs of a child, and this is based on their ability to access the curriculum on offer, and behave in such a way that the unique dynamics of our nurturing and caring setting is not affected, we will consider a placement for the pupil. It is crucial for the school to maintain a calm and non-disruptive environment, which enables pupils to have the opportunity to progress academically, pastorally and socially, in safe and caring surroundings. In this respect, we will not consider pupils with social, emotional and behavioural difficulties (SEBD) for placements or with a global development delay, which restricts their access to a mainstream curriculum.

Our intake for pupils with additional educational or SEND needs and who have an EHCP from a local authority has a starting point in Year 7 and continues all the way up to Sixth Form. After careful consideration, successful candidates are invited to visit the school and participate in school-life for taster days when we observe and monitor their activities for suitability. This allows us to understand the very unique qualities and needs of each child and develop a bespoke Riverston plan for them.

Our aim for Riverston is to provide a wholly child-centred, integrated and inclusive educational setting for children and young adults whose needs might not be fully met within a mainstream school, and yet wish and need to have appropriate access to a wide ranging, 'mainstream' curriculum. Riverston is poised to extend its provision with the further development of our post-16yrs provision and potentially adding a small feeder Year 6 class.

Summary of the Role

As an LSA at Riverston you will be part of a team that is absolute integral to the success of the school and its students. Our Learning Support Assistants are more than just basic help in the classroom, they contribute wholly and fully to the entire school community. This includes providing pastoral support to young people, as well as working closely with the therapy team and our SENCOs. We expect our LSAs to use their experience and firsthand knowledge to help develop strategies that help our students be successful in the classroom. Learning support assistants contribute fully to the extracurricular aspects of the school, ensuring that students have a well-rounded and complete education. There is plenty of opportunity for career progression, through CPD, additional responsibility and developing your role alongside our large therapy team. We offer a range of courses for our students, from Forest School to Life skills and Travel Plan, as well as the more traditional GCSEs, BTECs and A Levels. We are therefore looking for learning support assistants who have a range of skills across different areas, but most importantly those who have a passion for improving the lives of neruodiverse young people both in the classroom and beyond.





Working with pupils

- To provide learning support in 1:1 situations where needed.
- To develop knowledge of the particular needs of the child and seek advice from the SENCo, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc. To make or modify resources as suggested and advised by the SENCo, Educational Psychologist or other outside agencies.
- To organise and maintain an inclusive learning environment across the whole school.
- Provide positive reinforcements, praise and rewards to pupils.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.

Work in partnership with stakeholders:

- Promote and foster constructive home/school partnerships, including liaising with parents as and when necessary
- Liaise with Key Stage Coordinators.
- Work with the Deputy Head Inclusion, SENCOs and other staff with special educational needs expertise, to ensure that all pupils' needs are met effectively
- Maintain and develop a positive relationship with all members of staff; to attend training days and out of school meetings as required
- Share responsibility with all colleagues for the pastoral care, safety and wellbeing of all pupils

Fulfil wider professional responsibilities:

- Demonstrate a commitment to personal, professional development
- Show commitment to the process of performance review and appraisal
- Commit to the agreed values, beliefs and behaviours of the school
- Play an active role in the extra-curricular programme of the school
- Carry out any such other duties as may be reasonably required by the Head teacher or other senior members of staff



Pastoral life of the school:

- Promote the general progress and wellbeing of all pupils
- Liaise with the Key Stage Coordinators & Designated Safeguarding Lead
- Alert appropriate staff to problems experienced by pupils

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be defined. All staff are expected to comply with any reasonable request from a senior member of staff to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff. The job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post-holder.

All staff are expected to attend staff briefings before school and staff meetings after school.

The ideal candidate will bring all or most of the following:

Qualifications and Experiences:

- A GCSE or equivalent in English and Maths
- Experience working as a TA or LSA is preferable.
- Knowledge, understanding and experience of autism ADHD and other special educational needs.
- Current enhanced DBS

You must be able to:

- Carry out tasks and responsibilities under the direction of the SENCo, Class Teacher, Deputy Head Teacher or Head Teacher.
- Plan and prioritise tasks and work under the pressure of a busy inclusive school.
- Be productive and show initiative.
- Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds.
- Motivate pupils to learn.
- Motivate pupils to be sociable.
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupils.
- Work effectively with other adults in the school and wider community.
- Be a responsible and trustworthy role model.
- Have patience with children who find conforming to rules and expectations difficult.
- Have patience and be flexible and innovative with a clear understanding of how children might behave who find learning new concepts and remembering taught concepts difficult.
- Respect and maintain confidentiality but have regard to the safe guarding protocols of information sharing where necessary.
- Be computer literate.
- Attend training courses considered appropriate for the post

Above all, the successful candidate will put children at the heart of everything that they do, and be willing to engage with the school as a learning community, establishing and fostering links with parents, colleagues, external stakeholders and the local community.

Safeguarding

The post-holder is responsible for promoting and safeguarding the welfare of children and young people for whom they are responsible, or with whom they come into contact, and will adhere to and ensure compliance with the School's Safeguarding (Child Protection) Policy at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster.

What can you expect from Riverston School and Chatsworth Schools?

The salary for this role will be commensurate with the appointee's experience and the seniority of the role.

The School offers an extensive range of benefits including

- School fee discount scheme for children of staff at Riverston School
- Receptive and supportive Senior Leadership Team and outstanding support from Chatsworth's team of experienced Directors and other Leaders
- Twice-weekly morning staff briefings at which pupils are at the heart of discussion
- On-site parking
- Excellent transport links
- The opportunity to take part in the wider community of the school
- Company pension
- Lunch and tea/coffee

APPLICATION INFORMATION

To apply for the role, please complete the online application form included in the job post on the TES website.

Prospective candidates are actively encouraged to make an appointment to view the school and to meet the Headmaster.

For further information, please contact the Bursar, Mrs Maria Mahoney, at mmahoney@riverstonschool.co.uk or on 020 8318 4327



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