



ST AMBROSE BARLOW R C HIGH SCHOOL

LEARNING SUPPORT ASSISTANT



LOVE



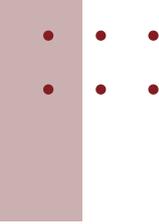
LEARN



LEAD

WWW.STAMBROSEBARLOWSWINTON.ORG





EQUALITY STATEMENT

As an equal opportunities employer, our policy is that no current or prospective employee, or third party, will receive less favourable treatment on the grounds of their race (including nationality, ethnicity or national origin), religion or belief, sex, marital status or civil partnership, gender reassignment, sexual orientation, pregnancy and maternity, age or disability. We recognise the nine protected characteristics of the Equality Act 2010 and are committed to applying the provisions of the Act in full, in all areas of our business.

We aspire to have a diverse workforce because, in our view, diversity enables better outcomes for all young people. We also believe that a more inclusive workplace, where people of different backgrounds work together, ensures better outcomes and experiences for all staff. From application to interview, we place equality, diversity and inclusion at the heart of all we do.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Disclosure.



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WELCOME

BEN DAVIS - HEADTEACHER

By joining the staff of St. Ambrose Barlow RC High School, you will become part of a wonderful story of success. We are a mission-led school, living out our values to **Love, Learn** and **Lead** every day. We are also a place where staff can flourish so that young people can thrive. We are welcoming, friendly and inclusive, dedicated to keeping and developing the people who work for us: we are all about growing great people deliberately. You will be supported and developed to care for and know our pupils well, putting them first in all that you do. Our professional development programme will ensure that you teach with **compassion, wisdom** and **knowledge** (I'm sure you already do) and you will be working as one of over 120 adults who serve our local community with **integrity** and **determination**.

As you'll know already, being an educator (whatever your role, in a Catholic school all adults are educators) means that you often don't get to see the fruits of your labour. However, we do what we do because we know that our work can transform lives and inspire young people to take action through successful learning. You will be teaching and working with young people who will change the lives of others for the better – that is a huge privilege and one we meet with humility and deep respect.

What does our mission look like in practice? **Love** means that we put relationships first, the dignity of every human being, in all that we do and we always expect the best of everyone. We **learn** by empowering brilliance in one another so that young people can go on to **lead** the life they want to lead for the good of others. Our priority is to ensure we are always a '**School That Matters**' – offering a culture of belonging and care and a curriculum that promises excellence for all.

If you like the sound of this, please get in touch and put in an application. Come and visit us and you will be able to see for yourself the great working and learning environment we have created at St. Ambrose Barlow. You can walk the corridors, speak to pupils and staff and test whether the reality matches the vision – I'm confident you will find it does.

A SCHOOL THAT MATTERS



VISION, MISSION AND VALUES

We express our mission simply: **Love, Learn, Lead**. For us these three words express our core values and commitment to our faith and describe the journey of learning and development that young people undertake at St. Ambrose Barlow RC High School.

Our **vision** is to provide Inclusive Catholic Excellence.



A place of love where **everyone is welcome and respected**

A family of faith where **everybody matters**; where we are **unique together**; where we plant the seed that will one day **flourish**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence**



A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others



A place to lead where young people grow to become people for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope, and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

WORK WITH US

At St. Ambrose, we believe that our staff are the cornerstone of our success.

We are committed to fostering a positive work culture where professional growth and well-being go hand in hand. Here's why St. Ambrose is the right place for you

PROFESSIONAL DEVELOPMENT



We offer extensive CPD opportunities tailored to individual needs, from bespoke programs for Early Career Teachers (ECTs) to in-house development for middle leaders.



With termly ECT celebrations, dedicated ECT voice, and NPQ support, we help all staff thrive in their careers.

WELLBEING AND WORK PLACE BALANCE



We prioritize staff well-being through an **Employee Assistance Programme** offering mental health, financial, legal support / advice and leaderships / life coaching



Flexible policies include / not limited to

- Flexi Day
- Pet bereavement,
- Positive dependents / parental leave
- Religious Observance



Free toast at break, end-of-term staff breakfasts, and free onsite parking enhance our positive work environment.

INCLUSIVE AND POSITIVE CULTURE



At St. Ambrose, you will be part of a warm, inclusive community where staff are regularly recognized and celebrated. We have a half-termly **Staff Recognition Nomination System**, which highlights colleagues going above and beyond. Additionally, our **Thank a Educator Day** allows staff and students to show their appreciation



Join our staff clubs including the book, running, and football clubs, or engage in the Reading and Research Club.



We offer a **Cycle to Work Scheme** and a **Technology Scheme**, allowing staff to access equipment in an affordable and convenient way.

TESTIMONIALS



NICOLA JOHNSON - DIRECTOR OF FINANCE AND OPERATIONS

As the Director of Finance and Operations at St Ambrose Barlow my role is to provide leadership and direction to improve all areas of financial management and business operations within the school. I have been here for four years and this has been my first role within Education. I work with an amazing team of people who I learn from every day, working in an environment that is both supportive and challenging and at its core is driven by a desire to do better and be better. There is a forward thinking approach here in all that we do with plenty of opportunity to hear and be heard as we work together to give our pupils the best school experience we can. I am proud of the work I do and the dedication and passion that I see from my colleagues every day.

KIRBY HICKLING - TEACHER OF CHEMISTRY

As part of my job, I work closely with Nick Cohen to run the Chemistry side of the department. This includes the lesson sequence, assessments within the topics, any grade boundaries or grades and the mock exams that we do in year 10 and 11.

My department have been incredibly welcoming and have made me feel part of the team very quickly.

Working here has been amazing as it is all collaborative and if I am ever struggling, I know there are people there to help and support me. The department work closely as a team and has made my first year here very enjoyable.

SUZANNE HESKETH - LEARNING SUPPORT OFFICER

I have been at St Ambrose Barlow for 10 years in the SEND Department supporting young students with additional needs. During this time, I have found it too be extremely rewarding and satisfying helping students overcome barriers to learning and achieve so much.

Within the school there is a warm feeling of community and when support is needed there is always someone to talk to be it a department colleague or a member of SLT, everyone is there to help each other.

I love coming to work every day as no two days are the same



TESTIMONIALS



ANDREA COCCORESE - TEACHER OF HISTORY

As a new ECT at St. Ambrose Barlow , I've found the support from my mentors and the training provided to be very helpful in developing my teaching practice.

The school offers a no-judgment environment, focusing on support rather than evaluating performance, which has allowed me to grow without added pressure.

There is a good level of flexibility, and my colleagues have been approachable and willing to assist when needed. Overall, it has been a positive start to my teaching career.

GILLIAN SALDANHA DE MAGALHAES - HEADTEACHER'S PA AND ADMIN MANAGER

I have worked for St Ambrose for 3 years now following a career in the NHS and am so glad I took a leap of faith and moved to the education sector.

I work as part of a supportive, hard-working team and we are led by a fantastic manager who is dedicated and fair.

One thing I love about Ambrose is that we continually strive to be better and do better as a **School That Matters** for all our students. I thoroughly enjoy my role and coming to work each day.

IFTIKHAR HUSSAIN, HEAD OF PHYSICS

I have worked at St Ambrose Barlow RC High school since May 2023. I have worked at 9 other schools since 1995 before arriving at St Ambrose. At St Ambrose the students, well-being is a high priority and students as a result receive outstanding support from staff in all areas, whether it's pastoral or academic.

The LOVE, LEARN and LEAD ethos allows all students to thrive and succeed in all areas of school life. It is a very inclusive school and all students get a very rich and diverse experience – Culture day/Ramadan assembly/black history month, Christmas, Easter, Celebration evening etc. all are included through the many activities which students experience so that when they leave St Ambrose they are confident young adults ready to contribute positively to the wider diverse communities.

Staff well-being is also a high priority. The morning briefings are very informative and the staff are acknowledged for their hard work with a thank you on Friday which is really nice. Staff are given opportunities to contribute to the development of the school and their own professional development.



CURRENT OPPORTUNITY



LEARNING SUPPORT ASSISTANT

We are looking for a compassionate and committed Learning Support Assistant to join our team. In this role, you will work closely with students, supporting them in the classroom to help them access learning, build confidence, and achieve their full potential. You will play a key role in encouraging positive engagement, providing clear guidance, and helping to create a supportive and inclusive learning environment.

This is a rewarding opportunity to make a real difference in a young person's education. If you are patient, reliable, and passionate about supporting students, we would love to hear from you.



SEND TEAM

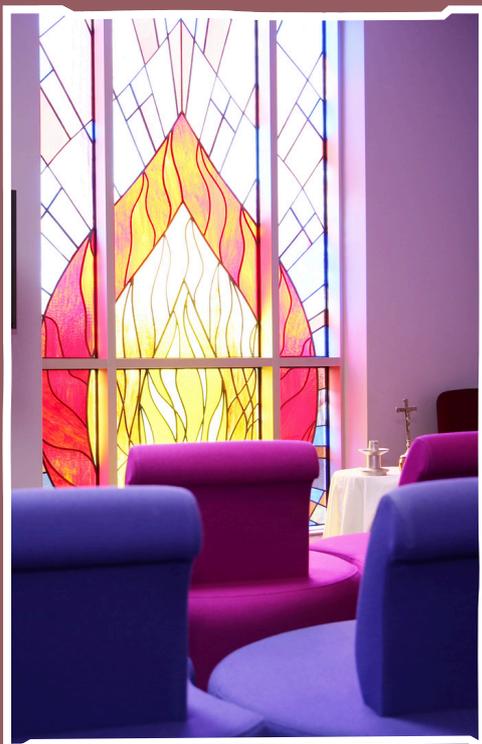
You will be joining a dedicated and supportive SEND team made up of nine experienced Learning Support Assistants. The team is collaborative and committed, with several members bringing specialist knowledge in English and Maths. Together, they provide a strong and cohesive network of support across the school.

The team plays a key role in both in-class support and targeted interventions, helping to ensure that all students with SEND, including those with EHCPs, receive the tailored support they need to thrive.

You will be supported by our SEND Manager, who will be your main point of contact for day-to-day guidance, and our SENCO, who leads and oversees the wider SEND provision across the school.

There are opportunities for progression within the team, including the potential to train and develop towards a Level 5 HLTA (Higher Level Teaching Assistant) role for those who demonstrate the skills, commitment, and readiness to take on additional responsibilities.

JOB DESCRIPTION



Job Title Learning Support Assistant

Salary Scale Grade 1C Point 7 £25,584 FTE
Actual salary £22,337

Start Date September 2025

Accountability SEMH Lead

Interview TBC

Closing Date **25 June 2025** (but can close sooner if we receive enough interest)

Contract Details:

Permanent - Term Time Only Plus 5 Days

Conditions

Subject to satisfactory medical, police check clearances and references.
Holiday pay and sickness entitlements dependent on previous service

Hours of Duty

36 Hours a week - Monday to Friday

Additional

To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school.
General Information and Working Arrangements.

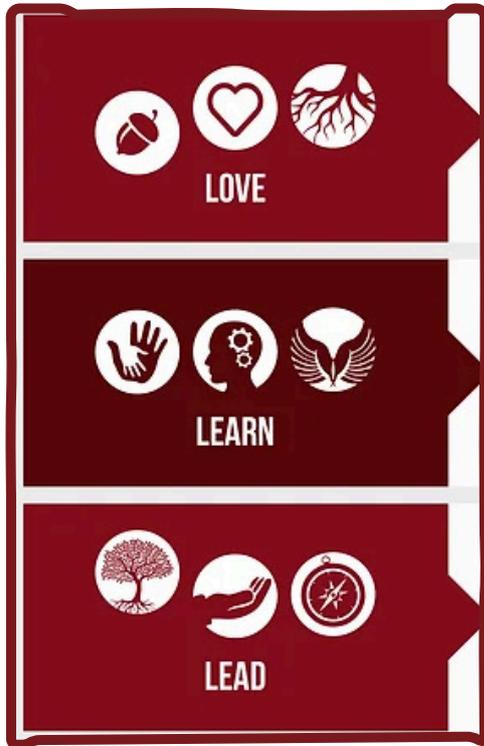
The below duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.

JOB DESCRIPTION



JOB PURPOSE

The Learning Support Assistant will support the SEN and ECHP student needs. Working within a supportive team, you will help vulnerable students overcome barriers to learning and achieve their potential.

This role requires patience, empathy, and the ability to build trusting relationships while maintaining clear boundaries. You will guide students in managing challenging behaviour and thriving in mainstream lessons, fostering a positive and nurturing environment for their success.

MISSION, VISION AND CULTURE

- Live out the school's values and mission in all interactions
- Work with staff and Governors to develop the distinctive vision and aims of the school
- Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment
- To support and demonstrate a commitment to the distinctive Catholic mission and ethos of the school.

DUTIES AND RESPONSIBILITIES

1. Support for Pupils

- Foster positive interactions, encouraging pupils to engage cooperatively with others and participate in activities. Promote independence and celebrate achievements using appropriate strategies.
- Supervise and provide tailored support for pupils with SEMH, SEN, ECHP needs, ensuring their safety and access to learning activities.
- Assist in the development and implementation of individual Education Plans (IEPs), Behaviour Plans, and other tailored programmes to support pupils' social, emotional, and academic progress.
- Build constructive and supportive relationships with pupils, responding sensitively to their individual needs while maintaining clear boundaries.
- Promote inclusion and acceptance of all pupils, supporting a sense of belonging and community.
- Encourage engagement with peers and participation in teacher-led and independent activities.
- Set clear expectations, fostering self-esteem and independence through patience and encouragement.
- Provide feedback to pupils regarding their progress and achievements, guided by the teacher's objectives.
- Deliver targeted intervention programmes for pupils with SEMH needs, working in small groups or one-on-one within an agreed area of focus.
- Undertake structured learning activities and teaching programmes, adapting approaches based on pupil responses and providing feedback to the teacher.



JOB DESCRIPTION

DUTIES AND RESPONSIBILITIES

- Implement and support learning strategies, such as literacy, numeracy, and social skills development, feeding back progress to the teacher.
- Facilitate the use of ICT to enhance learning activities, building pupils' confidence and independence in its application.
- Prepare, maintain, and manage equipment and resources necessary for lessons and activities, ensuring they meet the learning objectives and individual needs.

2. Support for Teachers

- Assist with planning of learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routing marking of pupils' work.
- Establish constructive relationships with parents/carers.
- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.

3. Medical Support Responsibilities

- Act as one of the designated staff members responsible for supporting students with diabetes, including the safe administration of medication and monitoring of individual care plans.
- Provide guidance and oversight to LSAs and other relevant staff involved in the care of students with diabetes, ensuring consistent and appropriate support is in place.
- Liaise with parents, carers, and medical professionals to ensure student health needs are met safely and effectively.

PERSON SPECIFICATION

| EXPERIENCE/QUALIFICATIONS/TRAINING ETC. | | |
|--|-----------|----------------------------|
| Educated to GCSE level or equivalent (Maths and English) | Essential | Application form/Interview |
| Current driving licence | Desirable | Application form/Interview |
| Experience in SEMH, SEN or ECHP interventions | Essential | Application form/Interview |

| SKILLS, COMPETENCY AND KNOWLEDGE | | |
|---|-----------|-----------------------------|
| Understanding of principles of child development and learning processes and in particular, barriers to learning | Essential | Application, Form/Interview |
| Knowledge of Equality and Diversity and an understanding of issues faced by vulnerable children and young people. | Essential | Application, Form/Interview |
| Ability to remain calm under pressure | Essential | Application, Form/Interview |
| Good command of the English language, both written and spoken | Essential | Application, Form/Interview |
| Understand the principles of effective, inclusive relational behaviour management | Essential | Application, Form/Interview |

The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect to individual children
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. The job description is subject to review

PERSON SPECIFICATION

| SKILLS, COMPETENCY AND KNOWLEDGE | | |
|--|-----------|-----------------------------|
| Ability to self-evaluate learning needs and actively seek learning opportunities | Essential | Application, Form/Interview |
| Ability to work pro-actively and independently | Essential | Application, Form/Interview |
| Experience of dealing with difficult and challenging situations | Essential | Application, Form/Interview |
| Experience of working with children of relevant age and assisting in their development with regard to attendance and inclusion | Essential | Application, Form/Interview |
| Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances | Essential | Application, Form/Interview |
| Recent and appropriate experience of working in a school | Essential | Application, Form/Interview |
| Recent and appropriate experience of enabling families/carers to access support agencies | Essential | Application, Form/Interview |
| Experience of working as part of a wider team | Essential | Interview |
| | Desirable | Interview |

PERSON SPECIFICATION

PERSONAL QUALITIES

| | | |
|--|-----------|------------------------------|
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality, diversity and child protection | Essential | Application form/Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Application form/Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Application form /Interview |
| Self motivation and personal drive to complete tasks to the required timescales and quality standards | Essential | Application form/Interview |
| Personal commitment to continuous school improvement | Essential | Application form / Interview |
| Note to Applicants: Please try to show in your application form and supporting letter, how best you meet these requirements | | |
| Date Person Specification prepared/updated | | December 24 |
| Person Specification prepared by | | Miss M Greenhalgh |

PERSONAL STYLE AND BEHAVIOUR

- Tact and diplomacy in all interpersonal relationships with colleagues and stakeholders
- Being solution focused.
- Seeing the best in people and situations.
- Contributes to a positive, collaborative environment and helps build rapport with colleagues and students.
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards
- The flexibility to adapt to changing workloads demands and new school challenges
- Personal commitment to ensure that services are equally accessible and appropriate to meet the diverse needs of the service users
- Personal commitment to continuous self-development
- Personal commitment to continuous school improvement
- Personal commitment to the school's professional standards, including dress code as appropriate.
- Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service)