



THE URSULINE ACADEMY ILFORD

A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood



MISSION STATEMENT:

We are a Catholic community of faith, love and service rooted in the spirit of St Angela.

Through Christ and the Gospel and in our diverse community we strive to provide an environment for young women to flourish spiritually, academically and socially.

Together we are the Ursuline Academy Ilford.

LEARNING SUPPORT ASSISTANT

ASAP



WELCOME FROM THE HEADTEACHER



The Ursuline Academy Ilford is a four-form entry Catholic comprehensive school for girls aged 11-19, serving students who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it. Consequently, students' behaviour for learning is exemplary.

Governors and staff at the school commit themselves to:

- Recognising the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter's development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.

Fiona A Stone
Headteacher



THE URSULINE ACADEMY ILFORD

LEARNING SUPPORT ASSISTANT

From: ASAP

5 days, 30 hours per week (Term Time only)

FTE Salary: £24, 598 (inc. Outer London Allowance) per annum

Actual Salary: £17, 946 (inc. Outer London Allowance) per annum

We are looking to recruit an enthusiastic, efficient, motivated, friendly and suitably experienced Learning Support Assistant, with English specialism, to work with our SEN pupils and join a small committed SEN team. S/he will be a key contributor to this hugely successful, popular and oversubscribed Academy whose ethos is underpinned by Gospel values and the Ursuline motto of 'Serviam'.

Applications are welcome from experienced LSAs who have a proven track record of academic success and who are committed to comprehensive education. The person appointed will be expected to make a significant contribution to the academic, spiritual, moral and cultural well-being of young people and will support an already successful department along the next stage of its development. In addition, the post will provide an excellent opportunity for professional development.

HOW TO APPLY

Application Form is available to download from www.uai.org.uk/vacancies. Please submit a letter of application together with your application form, your letter should address the selection criteria and include your thoughts on what makes a good Learning Support Assistant.

Please return your completed application form via email to: applications@uai.org.uk

Visits can be arranged by appointment please contact our HR Officer for details.

Short-listing for the position will take place following the closing date and references will be taken up prior to interview. The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with Safer Recruitment Policy and practice. The successful applicant will undertake an enhanced DBS check.

PREVIOUS APPLICANTS NEED NOT APPLY

PLEASE NOTE WE ARE UNABLE TO ACCEPT CV'S

Closing Date: 12 noon on Friday 15 December 2023

Interviews: w/c: Monday 18 December 2023



DEPARTMENT INFORMATION

SPECIAL EDUCATIONAL NEEDS

Creative and collaborative tailored approach, providing opportunities to meet individual need empowering students to achieve their full potential

The SEN Department is committed to providing high quality support to ensure that all students are included and make progress.

All students follow the National Curriculum. However, within this provision, students will be supported to meet individual needs as identified by the monitoring and assessment systems in place. As part of this process the SEN Department will consult with teaching staff, parents/guardians and students. The advice and support of other professionals may also be sought to further enhance the support given so that provision is effective.

The SEN Department includes two classrooms for small group teaching and an office for the SENCo. Staffing comprises of the SENCo, and four Learning Support Assistants (LSAs)

Current Provision

- Small group Numeracy support
- Small group English Support
- Reading Intervention programme
- Social Skills Programmes
- Pre-teaching of the curriculum
- Exams access arrangements
- In class teacher support
- External agency support
- Supplementary Studies



JOB DESCRIPTION

LEARNING SUPPORT ASSISTANT

REPORTING TO: SENCo
LIAISING WITH: Department, Teaching and Support Staff and others as required

Main Duties and Responsibilities: To work under the guidance of SENCo/teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the SENCo/teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short term absence of teachers.

Key Aspects

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils;
- Assist with the development and implementation of IEPs;
- Establish productive working relationships with pupils, acting as a role model and setting high expectations;
- Promote the inclusion and acceptance of all pupils within the classroom;
- Support pupils consistently whilst recognising and responding to their individual needs;
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment;
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate (*discuss not possible in secondary school);
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- Provide objective and accurate feedback and reports as required, to the SENCo/teacher, contributing to reviews of systems/records as requested;
- Undertake marking of pupils' work and accurately record achievement/progress;
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions, meetings with parents with, or as directed;
- Administer and assess routine tests and invigilate exams/tests;
- Provide general clerical/admin support e.g. photocopying, administer coursework, produce worksheets for agreed activities etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;
- Implement local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills;
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- Help pupils to access learning activities through specialist support;
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Pastoral Care and Welfare of Students

- Liaise with relevant members of staff regarding pastoral concerns/issues relating to student wellbeing;
- Administer first aid for staff/students and care for students who are unwell.

Support for the School

- 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;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the SENCo, to support achievement and progress of pupils Attend and participate in regular meetings.



General

- To attend and participate positively in team and other meetings as required;
- To provide cover for the work of other team members in their absence as required;
- To participate positively in training and Performance Management;
- To comply with Health & Safety within the workplace to ensure the safety of all stakeholders;
- To be smart and presentable at all times, complying with the dress code;
- To maintain at all times a courteous, helpful and polite response to all stakeholders;
- To undertake any other duties appropriate to this area of work and consistent with the level of the post as may be required from time to time.

DECLARATION

I have read the job description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection /Safeguarding and Health & Safety regulations. I further understand that the above does not constitute an exhaustive list and I agree to undertake any reasonable request made of me by the Headteacher or Deputy Headteacher acting on his/her behalf.

Name:

Signature:

Date:



PERSON SPECIFICATION LEARNING SUPPORT ASSISTANT

L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential D = Desirable
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MINIMUM EDUCATION / QUALIFICATIONS:

Educated to GCSE or equivalent (Minimum Grade C – English/Maths)	L			E
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MINIMUM EXPERIENCE / KNOWLEDGE / SKILLS:

Working with or caring children of relevant age	L	I		E
Understand and support needs of individual students	L	I		E
Basic understanding of child development and learning	L	I		E
Understanding of relevant policies/codes of practice and awareness of relevant legislation	L	I		E
Experience of databases/spreadsheet for input/retrieval of data and data analysis	L			D

MINIMUM COMPETENCIES:

Literacy/Numeracy skills	L			E
Computer Literate (Microsoft packages)	L		T	E
Ability to collect, collate and present data	L	I		E
Effective communication skills	L	I		E
Ability to liaise effectively with members of the public and staff at all levels	L			E
Ability to prioritise and coordinate work	L	I		E
Ability to work as a member of team and on own initiative	L			E
Ability to produce routine correspondence and reports	L			E

OTHER JOB REQUIREMENTS:

Understanding the importance of maintaining confidentiality	L	I		E
Understanding the importance of safeguarding in your role	L	I		E
Flexible approach to work	L	I		E

SAFEGUARDING:

Motivation to work with students/young people	L	I	T	E
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people	L	I	T	E
Emotional resilience in working with challenging behaviours	L	I	T	E