



Langley Park
School for Girls



Learning Support Assistant Recruitment Pack

Enabling everyone to thrive - acting with
kindness, determination and respect

Learning Support Assistant

Required as soon as possible

Term time: 30.83 hours / 38 weeks per year (incl. INSET Days)

Hours: 8.15am – 3.25pm

Salary: NJC Scale 2 Points 3-4 (£27,729–£28,125 FTE)

Actual salary: £19,844 per annum depending on experience

Langley Park School for Girls is seeking to appoint an enthusiastic Learning Support Assistant to join the Student Support team as soon as possible.

This post will support specific named or groups of students and those with medical needs. Working with class teachers across the curriculum, the SEND team and medical support staff, the successful candidate will assist students with their education and, where appropriate, support access to the curriculum for those who are physically or otherwise prevented from doing so themselves.

This post would be ideal for someone who has an interest in working within SEND or someone who is considering a future career in teaching. If you are keen to support students in a particular subject area or are looking for a role which enables you to develop your subject expertise, we would be interested in hearing from you.

Although experience and qualifications will be an advantage, first and foremost we wish to appoint the right people to complement our team. The successful applicants will have access to on-site training and support which is specifically linked to the needs of identified students.

Langley Park School for Girls (LPGS) is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside. LPGS is an exciting place to work; a school in which students are motivated to achieve their best and work hard to make exceptional progress. We want our students to leave LPGS empowered to shape their own lives, and those of others, as the leaders of tomorrow.

“Pupils flourish into independent, confident young adults at this school.”

“Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers.” (Ofsted)

“The school curriculum supports pupils to excel.” (Ofsted)

We can offer:

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

Closing Date: Monday 17th March (9.00am)
Expected date for interviews: Friday 21st March

Please send your completed application form to Helen Partridge
(HR Manager) hpa@lpgs.bromley.sch.uk

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is valued in our Trust.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

Dear Candidate,

Thank you for your interest in joining our community as a Learning Support Assistant. The information here gives a brief sense of our school. Equally, you are most welcome to arrange a visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and large co-educational Sixth Form of 450 students. We proudly draw from a large number of boroughs and schools in our Sixth Form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of art, textiles and digital media.
- Just recently, students have enjoyed trips to St Ives, the London Eye for speed-mentoring, Paris on Music tour, Camps International to Cambodia, to meet Malorie Blackman.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

If you would like to be part of our school community, we would welcome your application.



Kind regards,

Steve Whittle
Headteacher

Life at LPGS



My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

Parent

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

Parent

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

Sixth Form student

Pupils flourish into independent, confident young adults at this school.

Ofsted

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

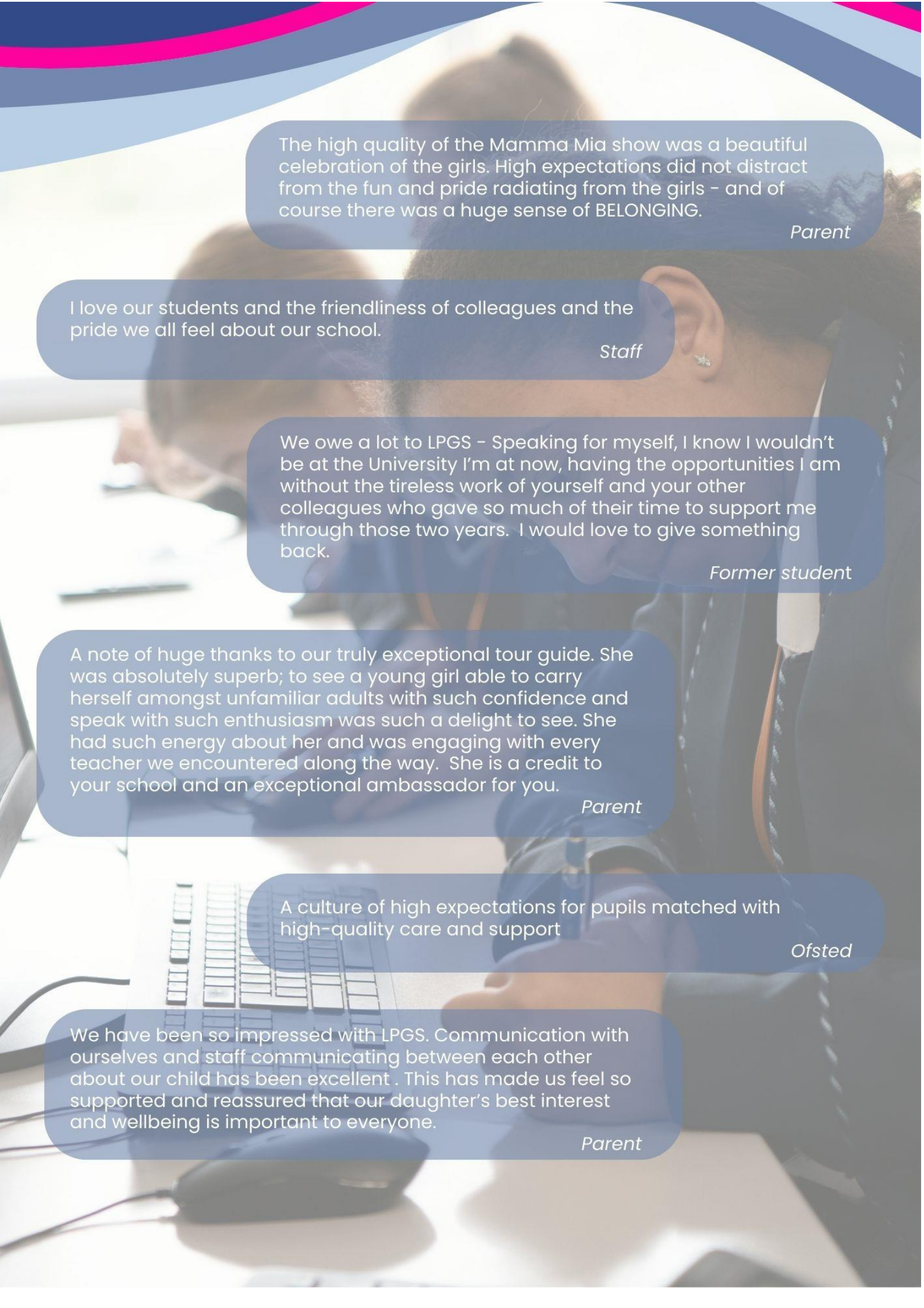
Staff

The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

Student

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

Parent



The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls – and of course there was a huge sense of BELONGING.

Parent

I love our students and the friendliness of colleagues and the pride we all feel about our school.

Staff

We owe a lot to LPGS – Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

Former student

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

Parent

A culture of high expectations for pupils matched with high-quality care and support

Ofsted

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent. This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

Parent

Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises seven schools:

- Clare House Primary School
- Hawes Down Primary School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School
- Hayes School

For further information, please visit the Trust website www.imat.uk.



Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail [here](#) and includes:



CPD – we invest in our staff and in ourselves through a [professional growth](#) approach to appraisal that prioritises our improvement as teachers over data-driven targets



Respectful relationships are at the heart of how we approach others in our community: staff and students.



We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.



A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.



Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.

The SEN Department

At LPGS we have high aspirations for all of our students. The SEN department seeks to remove barriers to learning in order to raise the achievement of students who have special educational needs and disabilities. The purpose of the department is to help students to become confident, independent learners who can cope with school life, the curriculum, and who achieve their full potential.

We have over 30 students with Education, Health and Care Plans (EHCP) currently on roll at LPGS and a large team of Learning Support Assistants who support students both in the classroom and beyond, including running a number of break, lunch and extra-curricular clubs. The department is proactive in working to aid teachers in using effective Quality First Teaching strategies to support students. We also work collaboratively with parents, carers and external agencies.

Children have **special educational needs** if they:

- Have a learning difficulty that calls for special educational provision to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age.

The SEN Code of Practice states that needs fall within the following broad range areas:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical
- Social, Emotional and Mental Health

Job Description

Reporting to: Assistant Headteacher – SENDCo

Purpose of the Job

To work under the direct supervision of a class or subject teacher to assist students with their education and, where appropriate, to support access to the curriculum for students who are physically or otherwise prevented from doing so themselves.

To support teaching staff in delivering the highest quality learning experiences in order that all our students achieve their potential.

A Learning Support Assistant is responsible for ensuring that learning and teaching is highly effective and that all identified focus groups of students achieve their maximum potential by:

1. Being a good or outstanding classroom LSA practitioner
2. Continually developing professional skills under the supervision of the class teacher and the Lead LSA
3. Maintaining and raising standards under the supervision of the SENDCo and Lead LSA
4. Tracking performance of specified groups of students
5. Leading by example to motivate and work with others

Responsible for:

- Working in partnership with the class teacher and lead LSA on identified priorities
- Supporting a clear and soundly based educational vision, ethos and direction that promote and support students' learning and their spiritual, moral, social and cultural development
- Working with targeted students to ensure they make good to outstanding progress
- Meeting as arranged and/or as necessary with the class teacher, Assistant Headteacher – SENDCo and Lead LSA
- Undertaking relevant training and professional development in line with the school development plan

Job Specification:

Teaching and Learning / Supporting Young People

- To work closely with the SENDCo to implement and monitor interventions for targeted groups of students and evaluate progress
- To ensure that a high standard of physical and emotional care for all students is maintained
- To maintain creative, responsive, and effective approaches to supporting students

- To promote a culture and ethos of challenge and support where all students can achieve success and be engaged in their own learning
- To work productively alongside school inclusion teams when required
- To ensure all students have equal access to opportunities to learn and develop
- To work under the guidance of the SENDCo and Lead LSA, using detailed knowledge and specialist skills to support students' learning
- To establish productive working relationships with students, acting as a role model and setting high expectations
- To promote the inclusion and acceptance of all students within the classrooms
- To support students consistently whilst recognising and responding to their individual needs
- To encourage students to interact and work co-operatively with others and engage all students in activities
- To promote independence and employ strategies to recognise and reward achievement of self-reliance

Working Within the Organisation

- To motivate and encourage students to learn
- To help to create an inspiring, safe, and professional work environment consistent with the school's values
- To have a clear understanding and follow safeguarding procedures appropriately
- To contribute to our professional learning community through collaborative working
- To undertake relevant training and professional development in line with the school development plan

Securing Accountability

- To contribute to the creation and review of care plans, ensuring all appropriate records are maintained
- To promote safeguarding and the welfare of all students within the school
- To follow the Impact Multi Academy Trust's (IMAT) Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the students in the school

Strengthening Community

- To promote positive strategies for challenging prejudice
- To support the Headteacher in building a school culture that takes account of and embraces the richness and diversity within our school community
- To work with the school community to support policies and practice, which promote inclusion, equality, and the extended services that the school offers

Person Specification

| Qualifications & Training | |
|--|-----------|
| GCSE/Level 2+ qualification in English and Mathematics | Essential |
| 5 GCSEs or equivalent at grade C/4 or above | Desirable |
| 2+ A Levels or equivalent | Desirable |
| TA qualification and/or degree or equivalent | Desirable |
| NVQ in care or similar | Desirable |
| First Aid Qualification | Desirable |
| Specialist training – disability and/or learning difficulties | Desirable |
| Professional experience, knowledge and skills | |
| Experience of working, or work experience, within an educational or care setting with adults or young people | Desirable |
| Experience of working with children / young people with special educational needs | Desirable |
| Ability to act on own initiative and use effective, non-confrontational strategies to manage behaviour | Essential |
| Ability to motivate and encourage students at all level of abilities, including those with SEND | Essential |
| Ability to use data systems to monitor progress and maintain records to identify areas of focus | Essential |
| Have knowledge of child learning styles and behaviours and a good understanding of the curriculum | Desirable |
| Be able to contribute to the planning of, deliver and evaluate support in class and in intervention programs | Essential |
| Demonstrable success in raising standards and meeting challenging targets | Essential |
| Have an understanding of safeguarding in education | Essential |
| Experience of or willingness to train, in order to offer personal care/medical needs support to students with a physical or medical need | Desirable |
| Personal qualities | |
| Be a positive role model | Essential |
| Calm, patient with a good sense of humour | Essential |
| Be reflective about your own practice and committed to professional development | Essential |
| Be able to communicate effectively and accurately in written and spoken English | Essential |
| Be committed to improving practice through professional development | Essential |
| Be able to cope with change, be flexible and handle uncertainty | Essential |
| Have an understanding of the needs of children and young people | Essential |
| Have good time management and personal organisation skills | Essential |
| Be willing to contribute to the wider life of the school | Essential |
| Knowledge of school systems | Desirable |
| Possess good ICT skills | Essential |
| Able to communicate effectively with parents and carers | Essential |
| Able to work effectively with colleagues and form positive relationships | Essential |
| Personal Attributes | |
| Professional in manner, actions and appearance | Essential |
| Be passionate about young people and their education | Essential |
| Have an excellent attendance and punctuality record | Essential |

| | |
|--|-----------|
| Have a capacity for hard work | Essential |
| Special requirements of the role | |
| Show a commitment to safeguarding and promoting the welfare of children and young people | Essential |
| Committed to equality and inclusion | Essential |
| Ability to keep confidentiality | Essential |

Explanatory Notes

Application Procedure

1. Read carefully all the information about this post.
2. If you would like to arrange an informal chat about the position, please contact Helen Partridge hpa@lpgs.bromley.sch.uk
3. Complete the application form as fully as possible. You must use the Trust application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
4. In section 'details in support of your application' please tell us:
 - a. Why you are applying for this post.
 - b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
 - a. Be given a tour of the school.
 - b. Have an opportunity to meet with members of the team.
 - c. Complete a task relevant to the role.
 - d. Have a formal interview with the Line Leader and a member of the Senior Leadership Team.

Pre- Employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.

3. Provide proof of eligibility to work in the UK.
4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

The salary will be in accordance with the National Joint Council for Local Government Services (NJC).

Pension Scheme

Support staff, whether full or part time, will automatically be enrolled into the Local Government Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Langley Park School for Girls

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South Eden Park Road
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