



Learning Support Assistant Grade 4
Term time only (39 weeks per year) 29.5 hours per week
Temporary contract for an immediate start until 24th July 2024 in the first instance

Grade 4, SCP 4 – 6, £21,189- £21,968 (full time equivalent)
Actual pro-rata salary, £14,512.41 - £15,045.95, starting salary is £14,512.41

We are seeking to appoint a caring, reliable and organised person with an interest in inclusive education to support students with special educational needs to achieve their best at Chester International School. You will need to be flexible and have good levels of initiative in order to perform the many and varied duties.

Chester International School opened its doors in 2017 and is a small, nurturing environment which caters for learners aged 14-19. The school is housed in a new building with state-of-the-art facilities. As an International Baccalaureate World School, the curriculum is holistic, offering GCSE's and the MYP in Years 10 and 11 and the Diploma and Careers programme in the Sixth Form. The school is part of The Learning Trust, working in close partnership with Christleton High School, Queen's Park High School and Belgrave Primary School. Our school vision is to support learners in becoming 'independent minds, global citizens'. There is a strong ethos of teamwork, sharing of good practice and a commitment to providing the best opportunities to ensure the success of our students at all levels across the school.

How to apply : Please complete one of our application forms. These should be emailed to Andrea Nancollas Email: recruitment@qphs.co.uk in word format.

Closing date: Completed applications should be returned before 9am on Friday 22nd September 2023.

Applications may close before the deadline, so please apply early to avoid disappointment.

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

All post-holders will be required to have an Enhanced Disclosure from the Disclosure and Barring Service (DBS). The successful candidate will be subject to stringent checks and induction processes including 'prohibition from teaching' and 'CRPS' checks. An online search will also be carried out as part of due diligence on all short-listed candidates. We encourage applications from a diverse range of applicants. The ability to converse at ease with others in accurate spoken English is essential for the post.

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.



This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent.

Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

JOB DESCRIPTION – Learning Support Assistant GRADE 4

CORE PURPOSE	To support learners with special educational needs to meet their full potential. To support the teaching staff and teaching assistants in the development and education of students in accordance with the aims and policies of the school.
MAIN RESPONSIBILITIES	<ul style="list-style-type: none">• To work under the guidance of the SENCO and teachers to provide the appropriate levels of support to learners to ensure they are making solid progress in their learning.• Manage and implement Exam Access Arrangements for individuals in your care.• Support with the school's statutory obligations in relation to pupils with Education Health and Care Plans, including liaising with external agencies, parents, and professionals.• Identify and respond to individual need through the delivery of appropriate curriculum, qualifications and / or intervention sessions to meet academic, social, and emotional needs.• Support vulnerable pupils to transition between key stages KS4-5 through a comprehensive programme, including effective CEAIG where required.• Keep up to date with developments of resources to enable vulnerable pupils to engage with the curriculum, including the use of assistive technologies.• Act as a point of contact for teachers for advice and support around SEND, wellbeing, and social emotional mental health for pupils.• Circulate updated information from professionals, parents and pupils to teachers when required.• Liaise with parents to keep them fully informed about their child; coordinating and contributing to meetings and workshops where required.• Build positive relationships with home and act as a key contact for parents / carers for vulnerable pupils.• Where appropriate and required, support families to increase engagement, attendance and punctuality of pupils.• Develop strategies for increased attendance which can be shared with families.• Advise on the appropriate deployment and use of resources to enhance learning activities, taking into consideration developing technology and the needs of individual students.• Ensure relevant documentation is completed and submitted to meet statutory and legal timeframes• Use a range of data to track and monitor the progress of vulnerable pupils.• Where required, proactively liaise with staff across school to implement support packages.• Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with students so that their intellectual and social development (including self-reliance and self-esteem) is fostered.

	<ul style="list-style-type: none">• Provide input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans.• Supervise the activities of individuals or groups of students both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.• Monitor individual students' progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Educational Healthcare Plan, Individual Education Plan, Behaviour Plans and Personal Care Programmes for a student.• Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the students' well-being.• Record student information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.• To work within the mandates given, adhere to school (and TLT) policy, maintain confidentiality at all times, and demonstrate a clear understanding of the Data Protection Act and the implications that it has for managing school data.• Attend to the personal, social and physical needs of students so that their well-being is maintained.• Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.• Attend staff and other meetings and participate in staff training development work and staff reviews as required.• Attend the necessary training to better support learners.
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PERSON SPECIFICATION – LEARNING SUPPORT ASSISTANT GRADE 4

CRITERIA	ESSENTIAL REQUIREMENTS	DESIRABLE ATTRIBUTES
Qualifications	<p>GCSE maths and English at grade C or above.</p> <p>Experience of working with children and young people.</p>	<p>NNEB, NVQ Level 2 or equivalent in supporting teaching and learning.</p> <p>Training in ASC.</p> <p>Evidence of on-going professional development.</p>
Experience	<p>Successful experience of working as an LSA with pupils with a variety of SEND needs.</p>	<p>Experience of working across the full age and ability range.</p>
Job related skills and knowledge	<p>Understanding of child development.</p> <p>Ability to support and develop language, social skills and emotional development.</p> <p>Ability to implement Behaviour Support and Management Plans consistently and sensitively.</p> <p>Ability to contribute to assessment of student progress.</p> <p>Respect for confidentiality.</p> <p>Understanding of safeguarding.</p>	<p>Experience of supporting students with ADHD/ODD/ASC/Dyslexia.</p> <p>Knowledge of PDA.</p>
Personal Qualities	<p>Ability to use initiative.</p> <p>Ability to work alone with a child, or as part of a team.</p> <p>Creative.</p> <p>Confident with a positive attitude.</p> <p>Calm and a good listener.</p> <p>Ability to de-personalise difficult behaviour and be prepared to “wipe the slate clean” as often as is needed.</p> <p>Sense of humour.</p> <p>Flexible approach to the needs of the school.</p> <p>Good level of health and physical fitness.</p> <p>Ability to work with parents and families in a sensitive manner.</p>	