



Learning Support Assistant

Full-time or Part-time (term time only)

Required September 2023

Maida Vale School

Established in 2020, Maida Vale School is a different kind of independent senior school - academically demanding but with a progressive approach to selection criteria, flexibility within an extensive curriculum, and recognition of creativity and talent in all areas.

The school currently has pupils in Years 7-11, with Year 11 taking GCSEs this summer. With Sixth Form opening in September 2023, the school will grow to full capacity over the next five+ years with circa 600 pupils aged 11-18.

If you are an enthusiastic and compassionate person, this is a fantastic opportunity to contribute to an energetic and collaborative Support for Learning Department in a school which places the pupils' experiences at the centre.

Facilities

The school, having been refurbished to an exceptional standard, is equipped with light, airy teaching spaces; a Sixth Form Independent Learning Centre; ample outside space including a MUGA and practice basketball court; a theatre; a Parent Café. The contemporary, cutting-edge facilities include awe-inspiring department areas in the creative and performing arts faculties, and include: two art & textiles studios, a Design & Technology workshop and adjoining CAD CAM, computing, and dance.

Curriculum

The School offers a broad range of subjects across all Key Stages. The curriculum is structured around a two-year KS3 programme; a three-year KS4 programme; a two-year A Level programme, and the school pursues excellence in all areas. The school's *Bring Your Own Device* policy ensures all pupils become digitally confident.

Pastoral & Extra-Curricular

The ethos of the school is that of a family – sociable, supportive, nurturing – imparting emotional care and security to pupils, parents and staff. Our approach emphasises the partnership with parents, hence the unique and popular Parent Café. Vertical Tutor Groups in Years 7-11 add to the family approach, enabling bonds across Year Groups to be developed. An extensive extra-curricular programme is in place, consisting of clubs and societies in: sport, creative & performing arts, academic subjects, and areas beyond the curriculum.

Essential for Learning Support Assistant

- Educated to post-16 level (e.g. A-levels or BTEC)
- Be committed, flexible and eager to motivate pupils in the classroom

Desirable for Learning Support Assistant

- Educated to degree level
- Some experience of working in schools (preferably secondary)
- An appropriate Teaching Assistant qualification (or willingness to work towards achieving same), for example:
 - Level 3 Award in Supporting Teaching and Learning in Schools
 - Level 3 Certificate Supporting Teaching and Learning in Schools
 - Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Some recent experience of support individuals with additional learning needs
- A willingness to participate in the wider life and development of the school showing commitment to the ethos of the school and flexibility in achieving its aims

The successful candidate will have:

- A passion for instilling in pupils a love of learning
- Excellent classroom management skills
- Excellent written and verbal communication skills
- Excellent organisational skills and the flexibility to take on new challenges
- The capacity to work collaboratively
- Commitment to, and experience of, using a range of support styles and methods including ICT

Role of a Learning Support Assistant at Maida Vale School:

1) Personal and professional conduct

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity
- Committing to improve their own practice through self-evaluation and awareness

2) Knowledge and understanding

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the learning support assistant role, with support from the school/employer
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role

3) Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role

- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources

4) Working with others

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their responsibility to share knowledge to inform planning and decision making
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

Main areas of responsibility to support the individual pupil

1. Support for the pupil

- To work with the class teacher to foster a warm, caring and friendly environment for the pupil within the classroom
- To work with the class teacher in preparing work for the pupil
- To carry out delegated tasks set by the class teacher
- To provide support for the pupil, ensuring their safety at all times as well as the ability to access learning activities
- To establish a positive and constructive relationship with the pupil and interact with them according to individual needs
- Assist with the development and implementation of the Education Health Care Plan, if appropriate
- Encourage the pupil to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to the pupil in relation to progress and achievement under the guidance of the teacher
- To help ensure that the pupil makes the maximum amount of progress possible in each lesson
- Use specialist skills to undertake activities necessary to meet the physical and emotional needs of the pupil

- To provide support for the pupil in a broad range of situations both on and off-site
 - To encourage positive practise in relation to general behaviour and approach to school life
 - To develop social, communication and interaction skills inside and outside of the classroom
 - To maintain cordial and informative relationships with the parents
2. Support for the teacher
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans
 - Support with the planning of learning activities
 - Monitor the pupil's responses to learning activities and accurately record achievement/progress as directed by the teacher
 - Provide detailed and regular feedback to the teacher
 - Provide detailed and regular feedback to the parents in conjunction with the class teacher
 - Promote good pupil behaviour, dealing promptly with incidents in line with established policy and encourage the Pupil to take responsibility for their own conduct
3. Support for the curriculum
- Undertake structured and agreed learning activities/teaching programmes adjusting activities according to the pupil's response
 - Undertake literacy and numeracy programmes of learning, recording achievement and progress as well as feeding back to the teacher
 - Support the use of ICT in learning activities and develop the pupil's competence and independence in its use
 - Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist the pupil in its use
4. Support for the school
- Be aware of and comply with policies and procedures in relation to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
 - To comply with all legal requirements such as register of attendance and Health and Safety regulations
 - Be aware of and support differences ensuring all pupils have equal access to opportunities to learn and develop academically and pastorally
 - Contribute to the overall ethos, aims and values of the school

- Attend and participate in relevant meetings as required
- Participate in training and other learning activities to further knowledge and expertise as required
- Accompany teaching staff and pupils on of out of school activities and educational visits
- Accept any other reasonable duties and responsibilities as may be requested by the Headmaster

Staff Development

Maida Vale School is committed to helping staff develop professionally, and further to gaining experience from within the vibrant Support for Learning you will have ample opportunity to enhance your skills at whole-school level. Staff are encouraged to attend external CPD courses, as well as to contribute to internal INSET programmes.

Person Specification

	Essential (E) Desirable (D)	Assessment A – application form I - interview R - reference
Education and Experience		
Graduate qualification	D	A
Have a practical understanding of National Curriculum requirements in terms of content, classroom practice, differentiation, summative and formative assessment and reporting to parents	D	A, I, R
Producing high quality experiences and outcomes for pupils	D	A
Experience of pastoral work	D	A
Professional Specification		
Have a clear understanding of what constitutes good or outstanding lessons	D	A, I
Experience of working in a confidential environment	D	I
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring of work.	D	A, I
Professional Skills and Attributes		
Ability to organise and prioritise workload and work on own initiative	E	I
The ability to work constructively as part of a team, understanding School roles and responsibilities and the post holder's position within these	E	I, R
Ability to communicate well in writing and face to face to all stakeholders	E	I
Administration and organisation skills	E	I
Personal Qualities		
A flexible and proactive work ethic	E	I
Attention to detail	E	I

Honesty and trustworthiness	E	I, R
A good record of attendance and punctuality	E	I, R
Ability to work under pressure and remain cheerful and composed.	E	I
Common sense and the ability to work with staff, pupils and outside contacts at all levels.	E	I
Confidence and self-motivation	E	I
Ability to engender confidence in young people.	E	I
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	I, R
Demonstrates the Commitment to:		
Equal opportunities for all in the school community	E	I
Safeguarding and promoting the welfare of young people	E	I, R
A commitment to and awareness of enhancement of quality education through equal opportunities for all	E	I, R

Appointments

All appointments are made in accordance with our equal opportunities policy and applicants should let us know of any special needs they may have. Maida Vale School is committed to safeguarding and promoting the welfare of children. Successful candidates must be willing to undergo full screening in accordance with Keeping Children Safe in Education, including an Enhanced Disclosure and Barring Service check. Issues relating to safeguarding and promoting the welfare of pupils will be explored at interview.

Applications

Applications must be made on the school's application form, which may be obtained via the School website: <https://www.maidavaleschool.com/about-us/join-our-team>

Please submit a completed application form together with supporting letter of application and details of two referees. References will be taken prior to interview. You must provide original documents as proof of identity at interview.

Completed applications should be emailed to recruitment@maidavaleschool.com or posted to Mr Magnus Bashaarat, Headmaster, Maida Vale School, 18 Saltram Crescent, London, W9 3HR.

Closing date

Midday on Wednesday 14th June 2023. Suitable applicants will be contacted by telephone and invited to attend an interview. Interviews are likely to be held on **Wednesday 21st June 2023.**