

Learning Support Assistant (32.5 hours pw)

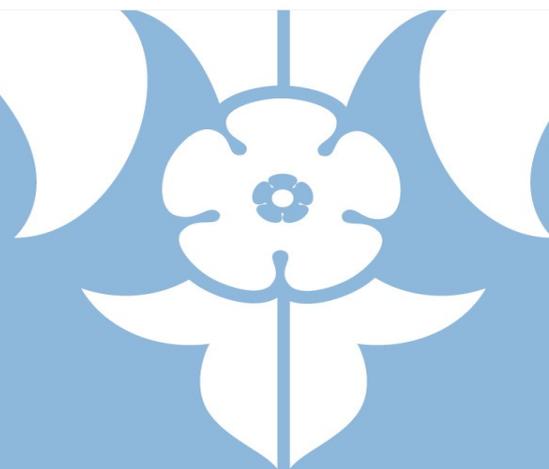


KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



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Kings Norton Girls' School: Learning Support Assistant

12th February 2025

Dear Prospective Applicant

This is a fantastic opportunity for an exceptional Learning Support Assistant to join our SEND team. The post is a temporary contract, linked to Local Authority funding for specific students, working 32.5 hours per week on a term time only basis and is available immediately. We are an outstanding school within a multi academy trust, creating superb pastoral and academic outcomes for students within a culture of care, concern and well-being for both students and staff. KNGS is a happy and caring community, where every student is valued as an individual, their talents recognised and nurtured. Our vision is to 'Open a World of Opportunities' for our students whilst ensuring that everyone in our school community demonstrates respect and courage in order to flourish. This role is key to ensuring that support is provided for identified students with additional needs.

The successful candidate will be committed to contributing to a team ethos which enables young people to flourish. You will have an excellent track record of working with young people to promote effective learning and to overcome barriers. Experience of working with young people is essential and previous experience of working with young people with additional needs is highly desirable. You will be an able communicator as the ability to build and maintain positive relations with students is key, as is professional and effective communication with parents/carers and the wider school staff. The appointed candidate will be joining a highly successful team and a supportive and forward thinking school environment.

Staff benefits include an excellent CPD programme, including access to the National College CPD programme which provides a platform and high-quality resources for our development needs. The school is committed to improving staff well-being and flexible working requests are considered. A pension scheme (23.3% employer contribution) and a Cycle to Work scheme are also available.

You will find information about the post and our school in this pack and on our website. I do hope that having read further, and found out more about us that you will choose to make an application; I look forward to hearing from you. To apply, please submit your application through the 'My New Term' portal which will contain your supporting statement (which should not exceed 1200 words), please explain clearly how you meet the requirements of the person specification. Please note we do not accept CVs and only applications completed on the school's application form will be considered. If you have any queries relating to the role, please do not hesitate to contact Ms Gemma Cartin, SENCO (gwoodward@kngs.co.uk). Queries regarding the application process can be sent to Mrs Denise Wilson, PA to the Headteacher dwilson@kngs.co.uk. Please note that school is closed over the half term break therefore Ms Cartin and Mrs Wilson will only be able to respond to queries during the week of 10th to 14th February and Monday 24th, Tuesday 25th and Wednesday 26th February. The application pack can be found on the school's website [Vacancies – Kings Norton Girls' School \(kngs.co.uk\)](https://www.kngs.co.uk/vacancies)

Deadline for applications: Thursday 27th February at 8.00 am **Interviews:** Date to be confirmed, week commencing 3rd March.

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. References must be taken from your current (or most recent employer) where you have worked in connection with children. Candidates who have not been called for interview within two weeks of the deadline should assume their application has been unsuccessful. All offers of employment are subject to a satisfactory enhanced DBS check, a health check screening questionnaire and 2 references that are satisfactory to the school.

Yours sincerely,



Mrs Nicola Raggett

Headteacher and WMAT CEO

Kings Norton Girls' School: Learning Support Assistant

The following outlines the structure of our Senior Leadership Team, pastoral and inclusion teams :-

Senior Leadership Team

- Headteacher
- Deputy Headteacher – Curriculum
- Deputy Headteacher – Students
- Assistant Headteacher – Data, Timetable, Examinations
- Assistant Headteacher – Teaching and Learning, Pupil Premium (currently on maternity leave)
- Assistant Headteacher – SENDCO
- Business Manager

Inclusion Team

Line managed by SENDCO

- *SENDCO* – Assistant Headteacher
- *Assistant SENDCO*
- *Learning Support Assistants* (8 staff members)

Pastoral team: Years 7-11

Heads of Year (Teaching posts) x 5: Years 7 to 11

Faculty Pastoral leader who has the following responsibilities:-

- ◆ Deputy DSL
- ◆ Attendance
- ◆ Behaviour for learning
- ◆ Line manage a team of 2 Pastoral Administrators and 2 Student Support Workers

Pastoral Administrators x 2 with responsibility for:-

- ◆ Head of Year Administration to support the team
- ◆ Student support
- ◆ Safe and well checks
- ◆ Attendance conversations
- ◆ KS2-3 Transition

Student Support Assistant x 1 with responsibility for:-

- ◆ Student support
- ◆ On -call
- ◆ Internal suspension

Faculty and Subject Leaders

There are 7 faculties across the school English, maths, science, humanities, MFL, arts and PE.

Kings Norton Girls' School: Learning Support Assistant

JOB DESCRIPTION

Line Managed by : SENCO

Job purpose

- To provide in class support for identified students and support teachers with in class adaptations.
- To provide targeted support for students with additional needs that are not making expected progress.
- To support students in building resilience and self-reflection.

Specific responsibility

- Deliver targeted interventions for students with additional needs, that are not making expected progress.
- Liaise with school staff and parents/carers to ensure information is shared about students' needs.
- Refer to the relevant staff any concerns about the students.
- Sensitively support and care for the student making sure that what you do is suitable for their age, needs and abilities and enables curriculum access and entitlement.
- Sensitively observe students in everyday activities, identifying any barriers to participation in activities and experiences and support their inclusivity in the school community.
- Monitor and record the progress of identified students as appropriate.
- Access appropriate training as required.

Generic Responsibilities

- To support the aims of the school ethos and core values
- To take a full and active part in the life of the school including participation in staff meetings and attending staff training as appropriate.
- To reinforce expectations of outstanding student behaviour.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To accompany and supervise students on educational visits or activities outside the classroom where necessary.
- To regularly monitor and record identified student's progress and the impact of provision
- To support students learning in accordance with their personal targets and contribute where appropriate to review meetings.
- To record regular praise for students using the school reward systems in order to build-up their self-esteem.
- To support the attendance of extracurricular activities throughout the school day, in line with hours of work
- To liaise sensitively and effectively with parents/carers as directed by the Lead Learning Support Assistant or SENCO/assistant SENCO.
- To complete first aid training and be part of the first aid rota

JOB DESCRIPTION CONTINUED

ETHOS AND VALUES

- Ensure that the school's ethos and values are promoted.

GENERAL

- To carry out other duties commensurate with the grade and nature of the post.
- To participate in the school's arrangements for performance management and continued professional development.
- Contribute to whole school policy development through communication routes and consultative procedures.
- Support school in meeting the Keeping Children Safe in Education (KCSIE) agenda in respect of safeguarding.
- The post-holder is expected to make themselves aware of and comply with KNGS Health & Safety Policy, including functions delegated to their role within the policy and to report any concerns to the appropriate person. This will support the school in meeting the well-being agenda in respect of health and safety of students.
- To actively participate in professional development opportunities as required by the school for the role.

NOTE

- Support staff working closely with teachers will inevitably be privy to much that is confidential and this confidentiality must be adhered to.
- It is a requirement of the role to have appropriate DBS clearance.
- This job description is not necessarily a comprehensive definition of the post. The post holder is required to be flexible in developing the role in accordance with changes within the KNGS management agenda and priorities. It may be subject to modification or amendment at any time after consultation with the holder of the post. The job description will be reviewed at least once every two years as part of the appraisal process.

Responsibilities: As a member of staff at this School you are expected to act in accordance with the ethos of the School at all times, and follow all policies and the staff code of conduct. You can expect to have opportunities to contribute to the growth of the School, and for your professional development to be furthered.

Kings Norton Girls' School: Learning Support Assistant

PERSON SPECIFICATION (All are essential requirements unless stated otherwise)

<p>Experience, qualifications, professional knowledge and understanding.</p>	<ul style="list-style-type: none"> • Recent experience of working successfully as a Learning Assistant, or similar post, involving the support of students and collaboration with other adults. • English Language and Maths qualifications to at least GCSE/O Level Grade C/4 or above. • Evidence of recent and relevant professional development. • Knowledge and understanding of working with students with additional needs is highly desirable.
<p>Leading students</p>	<p>Ability to:-</p> <ul style="list-style-type: none"> • Work, without direct supervision, with groups and individual pupils including those with disabilities, to close the gap in progress through targeted and planned interventions • Promote student independence and preparation for adulthood. • Reinforce expectations of outstanding student behaviour • Contribute to maintaining and analysing records of learners' progress in conjunction with the class teacher and SENCO • Analyse data on pupil progress to assess the impact of current interventions and to inform action plans for intervention • Ability to work in collaboration with appropriate staff and agencies. • The ability to support students during extra-curricular time and activities.
<p>Working collaboratively with staff and other adults.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Ensure professional relationships with all staff • Liaise and communicate sensitively and effectively with parents/carers and other agencies as directed by the SENCO • Be an effective team player who works collaboratively and effectively with others • Provide a role model for students and staff • Deal sensitively with people and resolve conflict.
<p>Professional Development</p>	<ul style="list-style-type: none"> • Evidence of recent and relevant professional development. • Up to date knowledge of developments in specialist areas and their implications • Show a commitment to further professional development.
<p>Other</p>	<p>A commitment to:</p> <ul style="list-style-type: none"> • The promotion of equal opportunities, relating positively to and showing respect for all members of the school and wider community • Safeguarding and promoting the welfare of children; an enhanced DBS check is required. • Take a full and active part in the life of the school including participation in staff meetings and attending staff training • Promoting the vision and ethos of the school • Understanding of and respect for the confidentiality required by the post.

Background, Ethos and School Developments

The School: Kings Norton Girls' School and Sixth Form is an outstanding school within the West Midlands Academy trust (WMAT). The School was founded in 1910 and occupies a leafy twenty-three acre site in one of Birmingham's most pleasant residential areas on the south side of the city. It is a very local school, the vast majority of students living within 2 km of the school. This has enabled the development of a strong community feel and neighbourhood links. The school develops confidence in its students which together with their enthusiasm for learning and their determination to succeed creates a powerful dynamic for continued improvement.

Our vision and values are central to all we do as staff, students and trustees our aim is to: -

'Open a world of opportunities'. Demonstrating respect and courage in order to flourish.

Our students: There are presently 1,092 students on roll and the staffing establishment is 125, which includes the Headteacher, 67 teachers and 57 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school which reflects our school values.

The Sixth Form is full and oversubscribed with 277 students across Years 12 and 13.

The School is a popular choice and is always well over-subscribed with applications of 840+ for the 160 places in Yr 7 and 350+ for sixth form places. Our catchment this year for year 7 2024 entry 2.068 km. In 2024, the results at GCSE were outstanding with a Progress 8 of +0.64, 89% of grades 4+, 78% 5+, 43% 7+. In 2024 A level results achieved an average grade of a B with 36.2% of all grades at A*-A.

Governance : Our school board is exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school.

West Midlands Academy Trust (WMAT): Founded in January 2025, West Midlands Academy Trust (WMAT) was established through the collaboration of Hall Green School, Kings Norton Girls' School, and Swanshurst School. At the heart of our Trust is our vision: "**Achieving more together.**" This vision drives everything we do, as we work to equip young people with the knowledge, skills, and mindset to thrive academically, socially, and personally; not only during their time in school, but also in the workplace and in life.

Our approach to "achieving more together" is realised through:

- A relentless focus on delivering an excellent Quality of Education across all our academies, ensuring strong progress and attainment for all students.
- A commitment to personal development and well-being for both staff and students.

Background, Ethos and School Developments Continued

At WMAT, we cultivate a culture of:

- **Genuine collaboration** between academies, where sharing expertise and providing mutual support is fundamental.
- **Collective responsibility, ambition, and high expectations** for all staff and pupils across the Trust.
- **Supported accountability**, driven by a collaborative, reciprocal and robust Trust Quality Assurance programme, to ensure we achieve our goals together.
- **High-quality, tailored staff professional development** to support continuous growth.
- **A staff-focused culture**, where the role of leaders is to facilitate exceptional provision, enabling staff to perform at their best for the benefit of our pupils.

We also understand the importance of respecting individual school identities, whether through their names, logos, uniforms, timetables or curricula. While we adopt a strategic approach that is responsive to the needs of each school, we recognise that one size does not fit all as we look towards future opportunities.

Our operational model focuses on:

- **Earned autonomy** with accountability, offering schools variable delegations and freedoms based on performance and need.
- **Central services** that maximize efficiency, reduce costs, and enhance school leadership capacity to prioritise educational provision.
- **Central policies** designed to foster collaboration, ensure compliance, and ease workload pressures.
- **School led policies** such as Behaviour for Learning, reflect the individual needs of the school.
- **Financial sustainability** is also a key priority for us.
- **School led budgeting** with a focus on each school being financially self-sufficient, ensuring resources are allocated effectively to teaching and learning, and pupil support alongside strategic estates and resource management.
- We prioritize "**good growth**", expanding the Trust thoughtfully to ensure the right schools join at the right time.
- A **conducive physical environment** that sets high expectations for learning and work, supported by an efficient central team and infrastructure.

At WMAT, we believe in “achieving more together” through shared commitment, strong leadership, and a focus on continuous improvement, creating a brighter future for every student.

Background, Ethos and School Developments Continued

School Leadership

In our inspection in July 2019, OFSTED praised the highly effective leadership at all levels. The senior leadership team consists of Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers, Associate Assistant Headteacher (Appointment pending)). This well established team are supported by 7 Faculty Leaders, 5 Heads of Year , Head of 6th form, and a wider team of Subject and Key Stage Leaders. Staff work very closely to ensure the highest standards and aspirations in all aspects of school life.

Our networks

We are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. As part of this network the school is involved in developing and delivering on strategies to raise students' achievement and provides significant support for both teaching and support staff. As a member of WMAT in January, this will not change however, the additional benefits of cross school collaboration will be extremely valuable.

Professional Development

Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations and aspirations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.

"Leaders are focussed on improving standards for pupils within a culture of care and concern for well-being. This extends to looking at staff welfare to ensre that work is sustainable" Ofsted July 2019



Key Facts and Statistics about the School

Type of School	Single Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16.
Location	South Birmingham in the suburb of Kings Norton, West Midlands.
Age range	11—19
Number of students	1092
Number of staff	1 Headteacher, Teaching 68, Support 57
Date school established	1910
External recognition	Ofsted rating: Outstanding, July 2019
Attendance	95.5% (pre Covid), 92.79% May 2024
Pupil Premium	Year 7 to 11, 29.97%
SEN	15.02%
EAL	10%

Sixth form expansion

Kings Norton Girls' School and Sixth form are delighted with our new Sixth form Building.



Key Facts and Statistics About the School Continued

Academic Achievements 2024

GCSE Results	% gaining 7+ in English and maths 19.4% % gaining 5+ in English and maths 66.3% % gaining 4+ in English and maths 81.3% English Grade 4 or above: 88.1% English Grade 5 or above: 81.9% English Grade 7 or above: 50% Maths Grade 4 or above: 81.9% Maths Grade 5 or above: 68.1% Maths grade 7 or above: 23.8% Achieving EBacc: 5+ 45%, 4+ 61.9%
A Level Results	A* - A all entries: 36.2% A* - B all entries: 67.9% A* - E: 100% Average grade: B
Progress 8	+0.64
University Admissions	In 2024 our students progressed to high quality destinations; they were successful with applications to Russell Group universities, Oxbridge, an increasing number of apprenticeships, conservatoire, many other top universities and carefully planned



Privacy notice for job applicants

This privacy notice advises job applicants of the school's data protection responsibilities on the collection and processing of their personal information. We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. We are committed to being transparent about how we collect and use that data and to meeting our data protection obligations. We are required to explain how and why we collect such data and what we do with that information. This notice will also provide information as to what you can do about your personal information that is held and processed with us. We have appointed Clare Skinner, Business Manager as the person with responsibility for ensuring that applicants' personal information is held and processed in the correct way. She can be contacted at cskinner@kngs.co.uk. Questions about this policy, or requests for further information, should be directed to her.

You can find our privacy notice on our website at <https://www.kngs.co.uk/wp-content/uploads/2022/05/Privacy-Notice-Job-Applicants-v2-May-2022.docx.pdf>

Submission of your application form confirms that you have read and understood our privacy notice.