



# HINCHLEY WOOD LEARNING PARTNERSHIP



## Application Pack

### Learning Support Assistants Graduate Teaching Assistants



A Co-educational Comprehensive Academy for Students Aged 11-18  
Executive Headteacher; Mr Ben Bartlett BA (Hons) MA (Educ Mgmt)

Part of the Hinchley Wood Learning Partnership



August 2021

Dear Applicant

**Re: Learning Support Assistants  
Graduate Teaching Assistant  
To commence ASAP, 29 hours per week, 38 weeks per annum**

Thank you for your interest in joining Hinchley Wood School, within this pack you will find information about the school, department and the application process.

Our Learning Support Assistants play a vital role in assisting students with differing needs and abilities to maximise their potential and achievement. This role would suit someone, with or without existing experience, with a desire to make a difference to the life chances of students. In addition, if you are a graduate and considering teaching, this would be an excellent start to your career.

A positive and flexible approach is essential. Other qualities required include patience, excellent communication and motivational skills, and being able to work collaboratively as part of a supportive team building good relationships with colleagues and students. Experience of supporting students or relevant qualifications are advantageous although full training will be offered to the right candidate.

A desire to actively contribute to the learning, personal and social needs of students, while encouraging independence is required. Key duties will include assisting and advancing learning of identified students in a range of settings including working 1:1 and supporting within class.

Hinchley Wood School is an inclusive and high achieving school on the borders of SW London, celebrating student progress and development as well as academic achievement. We are an oversubscribed co-educational academy, with over 1,400 students on roll including 290 in our 6<sup>th</sup> form; and one of the top 200 performing schools in England and Wales in terms of the progress our students make between the end of Key Stage 2 and their GCSEs. The role is Monday to Friday, across the school day. The actual starting salary for 29 hours per week, for 38 weeks per annum, is £12,142.

We offer:

- Family friendly term time working;
- a competitive salary and annual performance progression;
- professional development support;
- two weeks' autumn half term;
- on site gym;
- cycle to work salary sacrifice scheme; and
- membership of the Local Government Pension Scheme with generous employer contribution.

If you have a strong desire to help students of all abilities achieve the best they can whilst fulfilling your own potential, we would very much welcome your interest. Please contact us if you have any questions prior to applying or would like to visit. Contact details can be found on the last page.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The position advertised is subject to an Enhanced Disclosure and Barring Service Check. Staff and governors have also established a code of conduct, included within this pack, which applies to all members of the school community.



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I look forward to receiving your application by the **date specified in the advert (early applications would be welcome)** and appreciate the time taken to consider and apply for this post.

Yours faithfully

Ben Bartlett  
Executive Headteacher



## Background Information

Hinchley Wood School has a well-established reputation within the area for providing high quality education and excellent public examination results. This success is based on an approach which combines high expectations with sensitivity to students' individual needs.

In September 2011 Ofsted judged the school to be outstanding, highlighting the excellent progress all groups of students make as a key strength:

***“Hinchley Wood is an outstanding school – the students work exceptionally well together in this harmonious and cohesive community, and achieve outstanding outcomes.”***  
***(Ofsted, September 2011)***

In Summer 2020, 96% of pupils achieved 5 or more A\* - C / 4+ grades at GCSE level and 92% achieved 5 or more A\* - C grades including Grade 4+ in the new English & Maths exams (equivalent to an old C Grade). This is an excellent result and a new school record. At A Level, our students achieved 100% pass rate with 77% of students achieving A\* - B grades and 96% achieving A\* - C. The majority of our leavers have gone onto higher education.

Well qualified and experienced staff work together to make this school a successful and happy community. We offer a rich, varied and stimulating curriculum as well as high class purpose built accommodation.

Particular importance is placed on recognising and rewarding individual achievement. Students are actively encouraged to participate in a wide range of artistic and sporting activities; many gain recognition at local and national level for their achievements. We have an enthusiastic and effective school council, a very active school sustainability group and a long-standing and popular tradition of student involvement in charity and community work.

We were one of the first schools in the country to be designated a Music College and to set up an education trust for the benefit of students. Trustees include representatives from local and international businesses, a university, a national charity and a local arts charity to help develop the creative potential of all students. In February 2012 the school acquired academy status. All of these initiatives have enabled us to offer a much wider range of learning opportunities to students.



***“There is a highly positive ethos of behaviour for learning and achievement”***  
***(Ofsted, September 2011)***

Our effectiveness is dependent on developing good relationships with students and parents; the respect shown between staff and students is regarded as a particular strength of the school.

In July 2019 our status changed to become a multi academy trust. The Hinchley Wood Learning Partnership was formed and we welcomed Hinchley Wood Primary School into the Partnership in October 2019.



## Location



**Hinchley Wood** is located on the borders of south-west London with good road and public transport links. The M25 and A3 provide convenient road links to other areas.

Hinchley Wood railway station offers a regular service to London Waterloo Monday to Saturday at 06 and 36 minutes past the hour and to Guildford via Cobham at 01 and 31 minutes past. The K3 bus service links the school to the nearby towns of Surbiton, Kingston and Esher.

Hinchley Wood is approximately 4 miles south from Kingston upon Thames, a buzzing market town, with extensive venues such as multiplex cinema, leisure centre, an excellent regional shopping centre and a large selection of bars restaurants and night clubs. Surbiton, with regular fast rail links to London is 2 miles away and further south are the towns of Esher, Cobham and Walton upon Thames which offer a further selection of recreational facilities.

For more information regarding Hinchley Wood click on this link: <http://hinchleywood.org.uk/>





HINCHLEY WOOD SCHOOL  
INSPIRING LEARNERS

## Mission Statement:

### **'Mission Statement**

'Committed to sustainability – caring for ourselves, each other, the environment and the future.'

*...in order to take on the challenges of an ever competitive and changing world. All students will develop creative and entrepreneurial skills, be financially aware and able to use technology in all aspects of their lives. They will take an interest in and contribute to a wide range of creative, artistic and sporting activities.*



### **Vision**

**To inspire all students to be ...**

#### **Confident**

Have self belief, communicate clearly in any situation

#### **Considerate**

Respect others' views and values

#### **Determined**

Work hard to achieve the highest possible standards in all aspects of life

#### **Enthusiastic**

Willing to learn from mistakes and maintain a positive outlook

#### **Independent**

Take responsibility for themselves and their learning



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## Extract from the Staff Code of Conduct

Our Code of Conduct sets clear guidance on the standards of conduct and behaviour expected from all staff at Hinchley Wood Learning Partnership (HWLP). The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of behaviour and minimise the risk of inappropriate conduct occurring and to safeguard staff and pupils.

School staff are in a unique position of trust and influence as role models for pupils and other staff. Therefore, all staff must adhere to behaviour that sets a good example to all members of the school community. Staff have an individual responsibility to maintain their reputation and the reputation of the school, both inside and outside working hours and the work setting.

### CORE PRINCIPLES

The welfare of pupils is paramount and all staff should always act, and be seen to act, in each child's best interests.

Staff should work, and be seen to work, in an open and transparent way. All staff working within HWLP are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

As part of the School's positive safeguarding culture, staff must have a regard for the need to safeguard children's well-being in accordance with statutory provisions. All staff should know the name of the overall Designated Safeguarding Lead (DSL), and must be familiar with child protection arrangements and understand that they have a responsibility to speak up immediately about safeguarding and welfare matters within the school, and to external agencies where necessary, to safeguard and protect pupils.

### PROFESSIONAL BEHAVIOUR AND CONDUCT

- Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Hinchley Wood Learning Partnership expects staff to treat each other, pupils, parents/carers and the members of the wider community with dignity and respect at all times. All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Staff must act in accordance with their duty of care to pupils and ensure that the safety and welfare of pupils are given the highest priority.
- Staff must have regard for the ethos and values of the Hinchley Wood Learning Partnership and must not do or say anything which may bring the School or Trust Board into disrepute.
- Staff should act in accordance with the school's policies and procedures at all times.



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## Supporting Additional Needs at Hinchley Wood

At Hinchley Wood School all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school, and feel that they are a valued member of the wider school community.

Our objective is to ensure a clear process for identifying, assessing, planning for, providing appropriate support and monitoring and reviewing this for each student. The SEND department works closely with the students and their parents/carers. The following criteria informs the placing of a student on the SEND Register:

- Accurate formative data
- Attainment and progress data, including National Curriculum levels (or equivalents), GCSE predicted grades, average points scores for reading/writing and/or English and mathematics.
- Scores from standardised reading and spelling tests
- Other diagnostic assessment scores
- Feedback from discussions with parents/carers, students and staff
- Information and data from Primary Schools
- Information from external agencies
- Evidence of the impact of provision already tried (e.g. inclusive day to day teaching).

The SEND department will do its best to ensure that a student with SEND gets the support they need and can engage in activities alongside their peers. We provide in-class support, and alongside this we expect teachers to prepare and deliver high quality, differentiated activities in their lessons. The SEND department also provides small group interventions and homework support.

The SEND department gives staff guidance and strategies to manage the needs of any student with SEND. For all students with an identified need we write an Additional Needs Profile. This page identifies needs within 4 key categories: Resilience (the emotional aspects of learning), Resourcefulness (the cognitive aspects of learning), Reflectiveness (the strategic aspects of learning) and Reciprocity (the social aspects of learning). This is distributed to all staff giving them guidance to enable them to meet that need within the classroom. This is also available on SIMs and the MINT seating plan tool also gives key strategies to use with individual students.

The SEND department is located in Lower Thwaites, and led by Mrs Laura Dawes, supported by a SEND Administrator and a team of HLTAs and LSAs.

### Student Support

Additional support is offered to students (in all key stages) who present with a range of pastoral/ emotional/ behavioural difficulties. These vary in their nature and such difficulties may include anxiety, low self-esteem/confidence, other forms of mental health, poor social skills, friendship issues, bereavement and loss. Any of these may affect a student's ability to achieve their full potential, therefore our aim is to:

- enable young people to feel supported and listened to;
- help student's develop a greater self – awareness and use of coping strategies
- enable student's to develop greater resilience whilst increasing their knowledge and life skills, which will equip them to become more independent learners.

Support work is carried out either individually or in small groups, using activities targeted to the individual's needs.





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## **Transition Group**

The aim of the transition class (also known as TG) is to help students coming into Year 7 to develop the basic literacy and numeracy skills needed to succeed at Hinchley Wood School mainstream classes. Typically, students will be admitted to TG when we believe their literacy and/or numeracy skills need additional support, in order for them to make progress in a mainstream setting. There are no more than 15 students in the Transition Group.

Mrs Caroline Mansell oversees the group and is their main classroom teacher. She is also supported by a range of learning support assistants and subject specific teachers.

The TG students are placed in 3 mainstream Yr7 tutor groups. They have PE and Technology lessons in mainstream classes, however typically all other classes are in the small group (where timetabling allows they will also be in mainstream for their practical subjects). We follow the mainstream curriculum, where possible, and differentiate accordingly. This is important so there are not huge gaps in their learning when they eventually transition out into the mainstream lessons.

Students are moved into mainstream lessons when they are ready and so this is different for each individual in the group; some students move out within the first term while others will move out by the end of the second term. Those who need further support may receive a more tailored timetable and to receive extra support and reduce the demands placed on them in the mainstream school.

In previous years, approximately 50% of the group also has an additional need which can range from: Autism, Selective Mutism, Extreme Anxiety, ADHD, Dyslexia and Dyscalculia, but all have low literacy and numeracy skills and this is what we aim to address within lessons. The purpose of the transition group is to help students face the challenges of mainstream education in a nurturing environment to enable them to make good progress and feel happy in school.

## **NAS Cullum Centre**

Hinchley Wood NAS Cullum Centre welcomed its first intake of four, Year 7 students in September 2016. The centre has spaces for up to twenty students. NAS Cullum students have a diagnosis of autism; they will be high functioning and have the academic potential to achieve at least 5 good GCSEs (currently grades 9-4). Our students should be accessing at least 80% of their timetable in mainstream lessons (with support from staff from the Cullum Centre).

Although Cullum Centre students will spend the majority of their time with their Tutor Group in the main school, the centre will provide specialist support from trained staff, such as learning in small groups and therapy sessions, as well as a calm setting to which they can retreat. However, as part of the transition programme for some individual students, they may have a slightly higher proportion of lessons in the Cullum Centre whilst they acclimatise to the secondary school environment.

When accessing mainstream classes, Cullum Centre students will be supported where ever possible by our staff. There is also opportunities for other students to benefit from the resources and expertise of the NAS Cullum Centre. Students who are not officially part of the centre are able to join in extra-curricular activities and interventions.

The Cullum Centre team, led by Mrs Annita Brooks, NAS Cullum Centre Manager are always available to assist colleagues with support within lessons/ designing activities. Training is also offered to all staff through the National Autistic Society, supported by in-house training throughout the year.



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<b>JOB DESCRIPTION :</b>	<b>LEARNING SUPPORT ASSISTANT</b>
<b>RESPONSIBLE TO:</b>	<b>SENDCo or Head of Cullum Centre</b>
<b>IMPORTANT FUNCTIONAL RELATIONSHIPS:</b>	<b>Teachers and Learning Support Colleagues</b>
<b>GRADE:</b>	<b>10 – 14</b>
<b>HOURS:</b>	<b>29 Hours per week, 38 weeks a year (term time)</b>

#### **Job purpose**

- To support access to learning for identified students under the direction of the Special Educational & Disability Needs Coordinator and/or Head of Cullum Centre in order to maximise student wellbeing, independence and achievement.
- To work closely with colleagues and other professionals as required (such as speech and language/ occupational therapists).
- To contribute to the overall ethos, work and aims of the team and support the line manager and team colleagues to share this across the school community.

#### **Job specification**

- To establish and maintain good relationships with students, colleagues and other professionals.
- To show empathy to the core needs of students with special needs and work collaboratively as part of the team and wider school community to develop (plan, and communicate) appropriate support for identified students.
- To establish clear guidelines with line manager, colleagues and students regarding the kind of support to be provided.
- To communicate effectively and sensitively to teachers and staff in the school relevant information about identified students, in consultation with the line manager.
- To work with the line manager/ Lead Teacher to establish an appropriate learning environment, and to support teaching staff in respect of planning, preparation, assessment and administration.
- To motivate and encourage students to become independent learners within their own ability, adjusting activities according to student needs and responses within assessment activities, and to assist students achieve their goals.
- To motivate and encourage students to help develop their sense of wellbeing, and support in developing their social skills to enhance opportunities for interactions and friendships with others.
- To encourage students to interact and work co-operatively with others.
- To establish a supportive relationship with parents/carers in order to facilitate strong and constructive links between home and school.
- Where appropriate, to assist with the preparation of appropriate materials and resources, for use in the classroom and within the Centre.
- To maintain records of supported lessons including student progress, achievement and problems, and provide verbal and written feedback as required.
- To contribute to student reviews as required, parent meetings and annual reviews.
- To assist in escorting students on educational visits and participate in extra-curricular activities as required.



- To understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures and to report any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff.
- To abide by policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To use ICT effectively to support learning activities and develop students' competence, confidence and independence in its use.
- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy and within deadlines, including data inputting, returns and reports.
- To support students with internal and public exams as appropriate.
- To attend and contribute within relevant meetings and training sessions.

### **General**

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of safeguarding and child protection matters.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff members participate in the school's performance management scheme



## LEARNING SUPPORT ASSISTANT : PERSON SPECIFICATION

<b>Qualifications and Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Studied to a minimum standard of GCSE (grade A*–C) or equivalent, in English and maths.</li><li>• Experience of working with children/young people</li></ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"><li>• First Aid Qualification</li><li>• Experience of supporting students with autism</li><li>• NVQ for Teaching Assistant or equivalent qualification and/or experience</li></ul>
<b>Knowledge and Skills</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Good verbal and written communication skills appropriate to the need to communicate effectively with students, colleagues and other professionals.</li><li>• Ability to work constructively as part of a team, understanding school roles and responsibilities including own</li><li>• Good standard of numeracy and literacy skills</li><li>• Ability to use basic ICT packages and equipment effectively</li><li>• Ability to absorb and understand a wide range of information</li></ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"><li>• Ability to lead and support extra-curricular activities beyond the school day</li><li>• Working knowledge of behaviour management strategies.</li><li>• Understanding of child development and learning principles.</li><li>• Knowledge of requirements regarding curriculum delivery and learning strategies</li></ul>
<b>Personal Qualities</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"><li>• Ability to build and form good relationships with students and colleagues.</li><li>• A diplomatic and patient approach</li><li>• Able to deal appropriately with confidential information/situations</li><li>• Able to follow direction from line manager</li><li>• Efficient and meticulous in organisation.</li><li>• Able to form good relationships with students, staff and service users.</li><li>• Initiative and ability to prioritise one's own work.</li><li>• Desire to enhance and develop skills and knowledge through CPD.</li><li>• Commitment to the highest standards of child protection and safeguarding.</li><li>• Recognition of the importance of personal responsibility for health and safety.</li><li>• Commitment to the school's ethos, aims and its whole community</li><li>• Recognition of the importance of personal responsibility for health &amp; safety.</li><li>• Ability to show empathy</li></ul>



## Why join Hinchley Wood School?

Hinchley Wood School offers a positive and innovative learning ethos supported by students, staff, parents and governors. We value our staff and the professionalism and experience they bring to the school, and wherever possible we have tried to anticipate and build in holistic support, we offer:

- Complimentary tea and coffee every day and a fully equipped and pleasant staff room.
- Parking on site
- Early finish to the school timetable on Fridays.
- Free lunch and refreshments on INSET days.
- Free lunch for colleagues if they are staying later to attend parents' evenings.
- Free use of our on-site gym before and after the school day.
- Two week Autumn half term
- A minimum two week break over the Christmas period.
- Wherever possible support to enable attendance at celebration of close family events eg child's nativity play, graduation etc.
- Every Colleagues Matters – a group to represent and discuss staff matters.
- A supportive Staff Association which covers a range of events including provision of end of term food and drinks and sending small gifts to colleagues at times of celebration or loss.
- Concessionary/franked postage rates at Christmas for staff and the school can be used as a delivery point for online personal purchases.

### **Job Satisfaction and Progression**

HWS has a very good record of staff retention & job enhancement opportunities, we offer a pleasant and supportive working environment and have established excellent staff:student working relationships. To improve working environments for staff we are committed to an on-going programme of investment. Over the last year this has included a rolling programme of classroom and corridor decoration, Premises, ICT and Science Preparation Room and Curriculum offices.

### **CPD**

We have an excellent CPD programme and many opportunities in school for staff to extend their professional knowledge and develop their skills. As a result, we have a very good record of staff gaining internal and external promotions and sharing good practice across departments.

There is a warm convivial atmosphere among the staff and mutual support between teaching and associate staff to ensure effective teaching and learning and the best outcomes for our students.

Staff have opportunities to work on cross curricular projects with students and colleagues, and this is actively encouraged.



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### **Wide range of educational visits and extra-curricular activities**

Staff are able to assist on a number of day/residential visits to extend their own experience and support students' personal growth and also encouraged to get involved in extra curricular clubs. These have included:

- Trips as part of curriculum enhancement eg New York
- Skiing
- Duke of Edinburgh – Bronze, Silver, Gold
- World Challenge trips
- Combined Cadet Force
- Various sports clubs including tennis, hockey, football, rugby, netball and athletics.

### **Secure School Finances**

In this time of uncertainty within education, the school is well placed to weather the storm including:

- Robust school finances during a period of much financial uncertainty
- Recommended cost of living pay rise approved each year to date
- Performance Related Pay outcomes funded

### **Other Benefits include:**

- Salary sacrifice schemes including:
  - Cycle to Work
- Reduced rates at local service providers, eg Colets Health Club, Tolworth Recreation Centre.
- Employee Assistance Programme
- Membership of either of the following pensions schemes, including a generous employer contribution;
  - Teachers Pension Scheme
  - Local Government Pension Scheme
- Occupational Health support.
- Recognition of previous maintained school or Academy continuous service.





## The Application Process

Please download, complete and return the application form by the closing date specified. This can be emailed to the address below or sent by post to:

HR Department  
Hinchley Wood School  
Claygate Lane  
Esher  
KT10 0AQ

For further information please contact Jo Rogers on 020 8398 7161 or via email [jrogers@hinchleywoodschool.co.uk](mailto:jrogers@hinchleywoodschool.co.uk)

We are committed to meeting our data protection obligations and for information on how we collect, use, share and store your data within the recruitment process please click [here](#)

Hinchley Wood School is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced check by the Disclosure and Barring Service (DBS).

