

WARBLINGTON
SCHOOL

Candidate Information Pack

LEARNING SUPPORT ASSISTANT

Salary Grade C - £18,807 (£24,405 FTE)

32.5 hours per week, 40 weeks per year

Mon-Fri 8.00am-3.00pm



A very warm welcome to Warblington School

Dear Applicant

Thank you for your interest in Warblington School.

Warblington school has something quite special about it. We are a very small, but rapidly growing secondary school. At only 725 students we can do things differently here as we know individuals well. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students – over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Ofsted noted during their recent inspection (Jun 2023) that *“most pupils like attending this kind and caring school”* and *“pupils build strong friendships with their peers”*

It is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.

We believe that children have the right to the best education and during their time with us, we aim to equip all of our students with the skills they need to flourish in modern society; to make the best of opportunities and to be able to positively contribute once they leave Warblington School.

I am pleased to say this was recognised during our recent inspection, where inspectors commented that Students *“talk confidently about what they have learned”* and acknowledged that *“A well-planned personal, social and health education programme sets pupils up well for the future, preparing them successfully for adulthood.”*

We have high aspirations for everyone who wears the Warblington School logo and we strive to improve ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment which is secure, happy and caring. Our learning community works hard to create the right atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.



Curriculum is very important to us and has played a key role in our improvement in outcomes. Teachers here are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible, which is why our options process begins at Christmas of year 9 and takes effect from that Easter, allowing us time to ensure each student gets the right level of advice and guidance to help them make informed choices.

Finally, it is important to note that teaching and learning is at the heart of everything we do. Ofsted acknowledged that *“Staff know pupils very well. Importantly, they have pupils’ best interests at heart. Leaders and staff are committed to unlocking pupils’ potential”*.

I hope you enjoy finding out about Warblington School. Having access to a broad and balanced curriculum, and learning opportunities outside the classroom are key to our students developing into young adults.

I sincerely hope that we will be welcoming you into our community!



Our aim is to ensure that excellence is our expectation.

Mike Hartnell
Headteacher

LEARNING SUPPORT ASSISTANT

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Mon-Fri 8.00am-3.00pm

We are seeking a full time engaging and motivating Learning Support Assistant to work with students to maximise their potential and to enable them to enjoy and access their learning.

You will encourage self-help and independence, provide support within formal and informal learning settings and contribute to assessments and reviews. You'll need patience, understanding and commitment, but above all you'll be sincere with a genuine desire to help young people.

The LSA will work under the direction of the SENDCo and will be supporting students in class as well as delivering small group interventions.

Although experience and qualifications will be an advantage, first and foremost we wish to appoint the right person to complement our team.

For further details including the job description, person specification and application form can be found in the Candidate Pack on the school website www.warblingtonschool.co.uk

Please note that we do not accept CV applications.

Closing Date: 28 March 2025

Interviews: TBC

We would strongly recommend an early application as we reserve the right to close this vacancy early if we receive sufficient applications for the role.

JOB DESCRIPTION

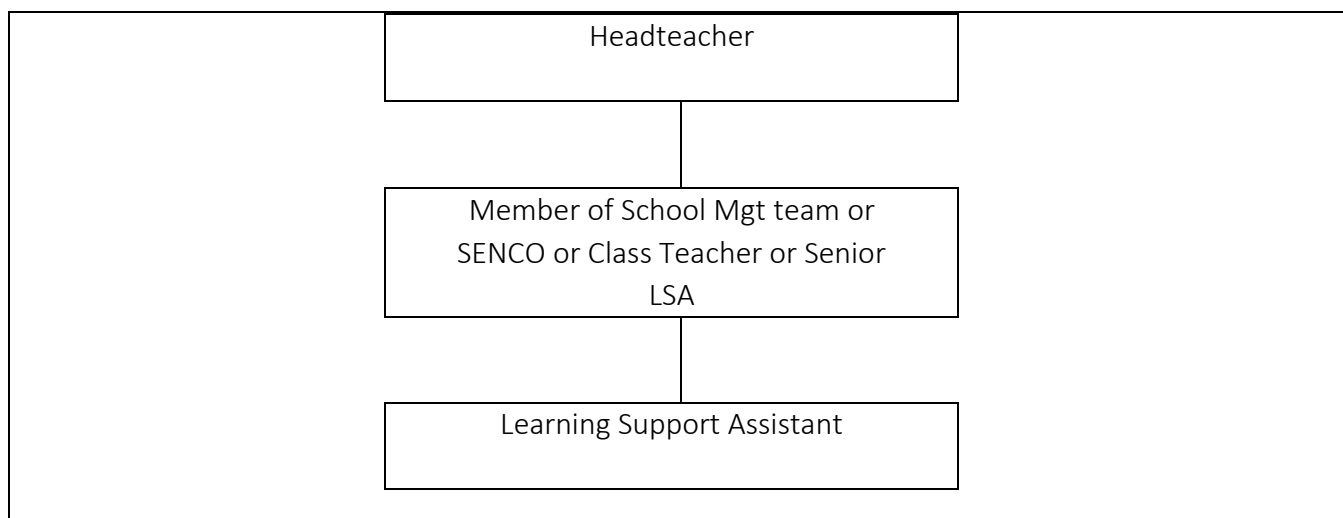
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role profile ref:	02131
Department/Section:	Education (Schools)
Role Title:	Learning Support Assistant (LSA) Level 2 (Generic) (also covers posts called Teaching Assistant (TA), Special Teacher Assistants, Special Needs Assistants and Classroom Assistants)
Reports To - (Supervisor/manager's role title) :	Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher or Senior LSA
Role Purpose: (why the role exists)	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school

Section B Organisation



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Section C - Role Requirements

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none">Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachersDeal with behavioural and special needs issues in conjunction with the teacher	25
Support for teachers	<ul style="list-style-type: none">Help implement lesson plansProvide feedback to pupils without reference to the teacherTake small class of small group of pupils for defined activities e.g. reading, in the presence of a class teacher	25
Support for curriculum	<ul style="list-style-type: none">Contribute with teacher to lesson contents and aimsSupport and work with teacher in testing / assessment	25
Support for the school	<ul style="list-style-type: none">Carry specific specialist responsibility and support other staff in this area when neededIn conjunction with teacher, liaise with parents on pupil progress	20
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none">Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace	5

Section D -The key decision making areas in the role

- A Level 2 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher
- A Level 2 LSA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.
- A Level 2 LSA, due to training and expertness, will normally carry a specific specialist responsibility (e.g. speech therapy) and support other staff in the school when help is needed in this area

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the LSA
- A Level 2 LSA carries supervisory/induction/mentoring responsibility for other LSAs and, if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils.
- Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs
- A Level 2 LSA undertakes periodic whole class supervision in the temporary, short-term absence of the class teacher (N.B. There is likely to be national guidance available soon on the length of a short-term absence)

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police

Section G - Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Manual handling responsibilities
- Skilled in restraint techniques for dealing with difficult children
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Section H - Context/additional information

- There is a multi-role aspect to this job in that the expertise of the Level 2 postholder will affect the depth and range of support the class teacher can expect
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours require constant pupil contact and there is no **provision for attendance when children are not there.**
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem,

Section I - Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ2 standard
- Minimum of 3 year's relevant experience in a teaching/learning/child support working environment
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section J – Initial induction/training required to become effective in the role

Estimated time to become 6-8 months Induction 3-6 months operationally effective

- attendance at LEA induction course for LSAs
- “shadowing” experienced LSA in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and LSA
- professional relationships between staff and pupils
- support from “mentor” LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record pupil progress
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession (especially in Special Schools) of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging pupils

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

Specialist and recognised responsibility which entails leading on particular issue (e.g. SCIP) in school and spreading techniques and expertise to other staff

- Inputting to and, where appropriate, leading on professional development of school staff during in-service activity
- Recognised for expertise in school and, possibly, more widely in LEA
- Taking responsibility for whole class under the overall direction and during temporary absence of teacher
- Management/deployment of other LSAs
- Mentoring of other LSAs
- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff
- Able, under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g. parents, education psychologist, GP.

PERSON SPECIFICATION

	Essential	Desirable	Assessed by
Experience	<ul style="list-style-type: none"> Working with or caring for children, young people or other vulnerable groups 	<ul style="list-style-type: none"> Working with children with special educational needs in a secondary school setting 	Letter and application form
Qualifications/ training You will have:	<p>Learning Support Assistant</p> <ul style="list-style-type: none"> Level 2 or equivalent qualifications in English and Maths Acceptable working level of computer literacy Willingness to attend training courses considered appropriate for the post 	<ul style="list-style-type: none"> Training in aspects of SEN, i.e. ELSA, dyslexia Training in relevant learning strategies, e.g. literacy First aid training 	Letter and application form
Knowledge You will have:	<ul style="list-style-type: none"> Knowledge and understanding of the different social, cultural and physical needs of young people Understanding of the importance of safeguarding and keeping children and young people safe Awareness of practices and procedures relating to the welfare, safety and education of children and young people Respect for the maintenance of confidentiality, whilst also having regard to the safeguarding protocols of information sharing where necessary 	<ul style="list-style-type: none"> Basic understanding of child development and learning An understanding of classroom roles and responsibilities and the LSA's position within these 	Letter and interview
Personal attributes You will have:	<ul style="list-style-type: none"> Enthusiasm and the desire to provide the best possible learning experience for young people High expectations for students' achievement and behaviour Excellent communication skills at all levels A genuine care for children, particularly those who find learning and managing their behaviour difficult Patience with children who find conforming to rules and expectations difficult An interest in how children learn and behave 	<ul style="list-style-type: none"> Good classroom and behaviour management skills Experience of how children who find learning new concepts and remembering taught concepts difficult might behave 	Letter and interview

...continued...

	Essential	Desirable	Assessed by
<p>Abilities You will be able to:</p>	<ul style="list-style-type: none"> • Relate well to children, young people and adults • Work constructively as part of a team • Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds • Act as a responsible and trustworthy role model, demonstrating positive behaviour both in the classroom and around school • Plan and prioritise tasks and work under the pressure of a large inclusive secondary school • Be productive and show initiative • Motivate pupils to learn and to be sociable • Assist with the organisation of the learning environment • Maintain accurate pupil records • Work effectively with other adults in the school and wider community 	<ul style="list-style-type: none"> • Use equipment and technology to support students' learning • Provide excellent in-class support or run small groups/interventions 	<p>Letter and interview</p>

EXPLANATORY NOTES

Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) 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 **we receive sufficient applications for the role or 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 a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

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 most recent employer (for teaching staff this includes the 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

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Conditions of Service

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

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

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

Support Staff, whether full or part time, will automatically be a member of the EHCC Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

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