





LEARNING SUPPORT ASSISTANT – LOWER SCHOOL

Required September/October 2023

Permanent, 37.5 hours per week, term time only

£16,181 to £16,776 (NA14 to NA18) depending on qualification level

We are seeking to appoint an enthusiastic and experienced learning support assistant with an appropriate SEND qualification, to join our supportive and successful SEND team, providing support for individuals and groups of pupils. The position is predominantly to support pupils in the Lower School (Years 1 to 5) but a willingness and ability to engage with pupils across the whole school age range will be required. In addition, EYFS experience would be an advantage.

Within the role, you will support the SENCO in ensuring that quality provision is provided for our SEND students with a range of needs in class and during interventions. You will also support the SENCO with administrative tasks including coordinating and developing resources for SEND students.

This is an excellent opportunity for candidates who are potentially looking to gain experience to progress into teaching and/or for those who aspire to work within education.

The successful applicant

The successful candidate will have previous LSA experience with relevant qualifications and be capable of establishing productive working relationships with pupils, acting as a role model and setting high expectations. They will have proven success working as part of an effective team and demonstrate the ability to show initiative.

They will be able to promote the inclusion and acceptance of all students within the classroom and be supportive of students consistently, whilst recognising and responding to their individual needs. They will be able to demonstrate good organising, planning and have the ability to prioritise. We are looking for someone friendly yet professional, with a respectful approach.

The role is permanent, term time only, 37.5 hours per week including lunch break, 8.30am to 4pm Monday to Friday. Annual salary for the position is dependent on qualification level: £16,181 to £16,776 (NA14 to NA18).

We offer a wide range of benefits to school staff including training and development opportunities, up to 50% fee reduction for children of staff (after completing one year), contributory pension, occupational health scheme, great career opportunities and free lunches (during term time).

Closing date for applications – Friday 8th September 2023

Interviews to be held week commencing 11th September 2023

All applications must be made on our official application form, which can be downloaded from the school's vacancies page: <https://www.saintnicholasschool.net/contact-us/staff-vacancies/>

Please return your completed application to Davina Marshall, HR Manager at d.marshall@saintnicholasschool.net

School's history & background

Saint Nicholas School was founded in 1939 with a total roll of 7 pupils. By 1977, the pupil roll had increased to 140 and at this time the school moved from its modest premises in Mill Street, Churchgate Street, to the current location at Hillingdon House. Today, Saint Nicholas is a thriving independent coeducational day school catering for approximately 500 pupils aged from 2 ½ to 16, with a fabulous nursery for babies from 3 months of age.

The school is situated in delightful gardens and grounds which extend to more than 14 acres. Pupils in the



nursery, pre-school, lower, middle and upper school are each housed in their own area, within close proximity of each other, enabling good access to shared facilities. The School is very well equipped with specialist classrooms, science laboratories, technology areas, ICT rooms, and libraries. Sports facilities include extensive playing fields, tennis courts, a heated swimming pool, a sports hall and state-of-the-art theatre.

The school is located close to London and Cambridge with direct train access to both, as well as being a short drive from Stansted Airport and the London Underground via Epping. You can find more about the school by visiting our website <https://www.saintnicholasschool.net/>

KEY RESPONSIBILITIES

This list is not exhaustive and you may be required to undertake other responsibilities and training as requested by your line manager. Key responsibilities include:

- To provide in-class support for individuals or groups of pupils, predominantly to Lower School pupils, but a willingness to work across the school will be an advantage.
- Plan and implement Intervention Programmes for pupils and help monitor their progress.
- To participate in and contribute to the development of the SEND department.
- To support students with learning difficulties as required by Education and Health Care Plans, protocols for interventions and the school's strategy to improve student attainment across Key Stages 1 and 2. This will require working to agreed goals and objectives for individual or groups of pupils.
- To work collaboratively with teachers in the delivery of teaching and learning to ensure that students' progress and experiences are recorded. These records will be used to inform Individual Education Plans and Pastoral Support Programmes.
- To understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development
- Providing some 1:1 or small group intervention work as needed.
- Helping support students during non- contact time.
- Keeping updated impact and intervention records.
- Contributing to parent/agency meetings if required.
- Contributing to SEND Team meetings.
- Taking part in training/CPD.

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL

Vision

- Demonstrate a commitment to a shared vision for the school.

Ethos

- Encourage an ethos which promotes effective teaching and learning and which sustains improvement in the development of all pupils.

Strategic planning

- Contribute to the development of a whole school policy for SEND in conjunction with the SENCO and the Headmaster.

TEACHING AND LEARNING

Curriculum

- Assist in the educational and social development of pupils under the direction and guidance of the Headmaster, SENCO, heads of sections and class teachers.
- Support the SENCO in creating and monitoring pupils' Intervention Plans.



- Provide support for individual pupils to enable them to fully participate in activities by helping to differentiate classroom activities.
- Support pupils with emotional or behavioural problems and help develop their social skills.
- Be aware of and employ a variety of approaches to further the children's learning.
- Select and make good use of ICT skills for support where appropriate.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.

Monitoring, assessment, recording, reporting and accountability

- Assist class teachers with maintaining pupil records.
- Make effective use of assessment information on pupils' attainment and progress and in planning future support.
- Assess and record each pupil's progress systematically with reference to the school's current practice.

Standards and expectations

- To act as a mentor for students identified as requiring support in order for them to achieve their full potential at the school. This will involve the use of a multidisciplinary approach for groups and individuals, the encouragement of high expectations and the development of good attitudes to school
- To be responsible for outcomes including discipline.
- Establish high expectations of behaviour and attainment, so that learning objectives are met.
- Set a good example in terms of dress, punctuality and attendance.
- Monitor and intervene when supporting pupils to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.

Monitoring and evaluation

- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- Evaluate your own work critically to improve effectiveness.

Professional development and appraisal

- Be aware of the need to take responsibility for your own professional development.
- To be able to identify areas for own CPD and work alongside the SENCO to target areas for own development.
- Undertake professional duties that may be reasonably assigned by the Headmaster e.g. training courses.
- To support the SENCO in creating and monitoring pupils' Intervention Plans.

Manage resources

- Prepare and present displays of pupils' work.
- Photocopy and prepare Intervention Resources for Pupils on Intervention Programmes.
- Undertake other duties from time to time as the Headmaster requires.

Manage accommodation

- Ensure a stimulating but safe working environment in which risks are regularly assessed.

ACCOUNTABILITY

Effective communication

- Provide reports on individual progress to the Headmaster and parents as required.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.



CONTRIBUTION TO SCHOOL LIFE

Pastoral duties

- Attend weekly assemblies.
- Take on break and lunch duties as required.
- To fully participate within the school house system.

Staff meetings and training

- Attend pre-term staff training and inset days.
- Attend the weekly after-school staff meeting as required.

School events

- Demonstrate support of the Friends organised events, including attending the Christmas and Summer Fairs which take place on Saturdays
- Attend two Saturday Open Mornings
- Attend the school's Speech Day, normally the final Saturday of the Summer Term.

KEY QUALIFICATIONS, SKILLS & EXPERIENCE

Essential

- Relevant qualifications (both formal and through appropriate experience) to meet the challenge of the specific appointment
- Evidence of successful employment and education.
- You will be educated with formal qualifications including GCSE (or Level 2 equivalent) in Mathematics and English Language or similar qualifications gained since leaving compulsory education.

General

- Excellent written and verbal communication skills, with a high level of attention to detail
- Strong organisational skills with the ability to manage multiple tasks and priorities effectively
- Ability to work independently and as part of a team, with excellent interpersonal and collaborative skills
- A strong work ethic and willingness to take on a range of responsibilities as required

Personal Attributes

- A positive and proactive attitude, with a willingness to take on new challenges and learn new skills
- High levels of energy, drive and enthusiasm, with a commitment to achieving results
- Excellent interpersonal skills, with the ability to build and maintain strong relationships with internal and external stakeholders
- Flexibility and adaptability, with the ability to work under pressure and to tight deadlines
- A commitment to continuous improvement and a desire to develop new skills and knowledge
- Collaborative team player
- Positive, hardworking, and flexible
- Ability to approach all confidential matters with discretion, sensitivity and diplomacy

We would love to hear from you if you are looking to join a supportive and enthusiastic team in beautiful rural surroundings. We respect the hard work and commitment demonstrated by everyone at Saint Nicholas School and we are proud of the caring and mutually supportive atmosphere.



SAFEGUARDING

Saint Nicholas School is fully committed to safeguarding and promoting the welfare of children, young people and other vulnerable groups and expects all staff, parents and volunteers to share this commitment. All staff and volunteers, where appropriate, will be required to complete our safer recruitment checks including qualifications; references; enhanced DBS and barred list; proof of identity; right to work in the UK; overseas, EEA and prohibition checks. New employees will be required to submit a Staff Self Declaration form (referring to disqualification under the Childcare Act 2006 as amended in 2018).

EQUALITY AND DIVERSITY

Saint Nicholas School aims to employ staff who are best qualified for the post and does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sexual orientation, marital or civil partnership status, disability or age.

As a result of the Asylum and Immigration Act 1996, employers now have to verify that new recruits who are not British nationals are eligible to work in this country. Therefore, any applicant who is offered an interview will be asked to provide official documentation to verify their ID, address and right to work in the UK. It is also normal practice for the School to ask for original qualifications and professional membership documents to be presented as detailed on the application form.