



LEARNING SUPPORT ASSISTANT

PERMANENT, FULL TIME

ASSOCIATE PAY SCALE – SCALE 2
(£22,544 PRO RATA)

TERM TIME ONLY: 39 WEEKS, 36 HOURS PER WEEK

SAFEGUARDING

Harlington School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All job offers are provisional until such time as the school has undertaken appropriate safeguarding checks and is satisfied that successful candidates are suitable to work with children and young people.

WWW.HARLINGTONSCHOOL.CO.UK

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PINKWELL LANE, HAYES, MIDDLESEX, UB3 1PB



WELCOME FROM THE HEADTEACHER

Welcome prospective colleague, to quite possibly your next role and a life changing experience for both yourself and our students. Thank you for showing an interest in joining our team and working alongside us here at Harlington School. If successful you will be joining a dynamic, diverse and passionately committed team of highly professional staff. All of our staff place our students at the heart of everything we do.

Our vision is to enable each and every one within our School community to 'Be the BEST version of themselves'. Be it ourselves as staff or our students, we believe in being the best in ourselves so that we can bring positive solutions to make the world a better place. In an ever-changing world we aim to keep moving forward and to be part of the positive solutions...

We look after our staff here, using coaching and joint collaboration model for improving professional practice and pedagogy. Middle and senior leaders work hard to support staff with behaviour management to ensure you have the skills and support to teach without interruption. We see professional development for all associate and teaching staff as the foundations of our success. Whatever post you are applying for, you will be incredibly well supported in your professional development to become an outstanding practitioner. We are highly regarded by ITT providers for the quality of training that we offer to colleagues at the beginning of their careers, and for more experienced colleagues, professional development is a key priority; colleagues are frequently promoted after working with us. Associate staff are equally supported to develop their professional practice, with industry 'gold standard' accreditations, and we have a stable staffing with low annual turnover.

Harlington School has a responsibility for, and is committed to, safeguarding and promoting the welfare of students and young people, and ensuring that they are protected from harm. All positions are subject to an enhanced DBS check and we take pride in being an equal opportunities employer.

Harlington has undergone significant transformational change over the last few years coupled with significant improvement in progress outcomes and examination results. Anticipating moving into our new building in November 2023 (phase 1/2), we are a happy, successful and popular oversubscribed school, with waiting lists in every year group. Much of this has been due to the successful inclusive culture fostered over many years by the staff and students at Harlington.

Our teaching and student facing staff aim to deliver quality first teaching approaches that builds both the keys to successful academic outcomes alongside the stability and resilience to thrive as an independent successful contributing adult. Our associate staff work tirelessly to deliver a professional, outstanding quality of practice with the students at the heart of their work, understanding that regardless of role our priority always remains the safety, wellbeing and improving the life chances of our students. It is these common goals and the ability to see challenges as opportunities rather than barriers that enables our collective and unified response, built over many years of dedication to the students of our Harlington School community.

Where we support, coach and promote successfully from within, we are also in the position to recruit transformational staff who can support, build on and enable our continued growth and change. We look for individuals with the capacity and drive to succeed, see solutions rather than problems, and are glass half full individuals with the ability to recognise that regardless of role, our students are paramount and that they have solutions to enable a better tomorrow.

We work hard, but the rewards are immense. We aim to maintain a work life balance so that in protecting each other we enable us to be at our best professionally and committed in the time we are here. We have a supportive culture where staff wellbeing is augmented by our commitment in constant improvement to keep moving forward.

We welcome contact prior to application (email recruitment@harlingtontschool.org) – please contact HR if you would like to see us in action, and we'll do our best. I would like to wish you every success in your future career, and look forward to receiving your application if you choose to apply for this position.

Yours sincerely,

Mr A DOnofrio
Headteacher



THE ROLE

LEARNING SUPPORT ASSISTANT

SALARY: ASSOCIATE PAY SCALE – SCALE 2 (£22,544 PRO RATA)

HOURS: This is a term time only, permanent appointment. The post holder is employed for 39 weeks per year, which includes five training days. Full details of employment hours are contained in the contract, but the main working hours are 8am – 3pm, inclusive of a 20-minute break. As this is a term time only position, holidays occur during the published holiday periods of the school.

ROLE:

It is an exciting time to join the team at Harlington School. With a new Headteacher in post since Summer 2022, a new building opened in October 2023 and a new vision for the school, it is the perfect time to join our journey. Harlington is a happy, successful and oversubscribed school, where staff retention rates are excellent. We are a dynamic and passionate team of associate and teaching staff, who put the students in our Harlington family at the heart of everything we do. We employ colleagues who have a passion for working in a diverse, multicultural school.

LINE OF RESPONSIBILITY:

The Learning Support Assistant will be directly reporting to the SENDCo.

LEARNING SUPPORT ASSISTANT:

- is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- shall uphold the school's policy in respect of child protection and safeguarding matters.
- shall be subject to all relevant statutory and institutional requirements.
- may be required to perform any other reasonable tasks after consultation.

JOB PURPOSE:

- Provide support for the teaching and learning of students who are under the instruction of the class teacher, in order to maximise their participation and achievement.
- Provide support with classroom management and with the supervision of students, while maintaining a purposeful, orderly and supportive environment.
- Provide general care and welfare to students.
- To work with students, providing constancy and consistency, and supporting them in developing the interpersonal skills they need to thrive in the wider world.
- Working within the systems and structures of the school and following agreed protocol and established school policies.
- Other duties of an appropriate level and nature may also be required, as directed by the Headteacher, or the Assistant Headteacher, HR.
- Contributing to the overall ethos, work and aims of the school.

JOB DESCRIPTION



ABOUT

The Learning Support Assistant's (LSA) main role is to provide support for pupils with special educational needs. The LSA will ensure that the pupils can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties will include running specific programmes and activities to assist the pupils' individual learning and social needs. You will be required to liaise with the SENCO, Class teachers, Assistant Head Teacher and other support staff, which may include outside agencies, e.g. Speech and Language Therapists, Educational Psychologists etc.

OPERATIONAL

- Establish and maintain good relationships with all students, parents/carers, colleagues and other professionals.
- 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.
- Ensure that students are aware of the school's behaviour policy and code of conduct, and support students to comply with them and to understand the consequences of their behaviour.
- Report any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff.
- Supervise and provide support to individuals and groups of students, including those with special educational needs (SEND), ensuring their safety and access to learning activities, and encouraging them to become independent learners within their own ability.
- Contribute to the learning, personal, physical and social needs of students, while encouraging independence.
- Be aware of and respond appropriately to individual student needs.
- Attend to and implement support to meet the personal and physical needs of students including health and hygiene matters.
- Encourage the acceptance and integration of all students ensuring equal access to opportunities to learn and develop.
- Liaise with her/his line manager, appropriate teaching staff and other professionals to ensure support is effective and efficient.
- Work to establish a supportive relationship with parents/carers in order to foster strong and constructive links between home and school.
- Support teaching staff in respect of planning, preparation, assessment and administration.
- Assist with the preparation, maintenance and use of teaching materials and equipment, and tidy away materials/equipment as required.
- Produce additional curriculum materials, in discussion with the class teacher, to support teaching programmes.
- Contribute to the planning and review of lessons, activities and/or support programmes.
- Undertake pre-determined learning activities and teaching programmes for individuals and groups of students under the guidance of the class teacher.
- Assist students to learn as effectively and independently as possible, both in group situations and on their own, by for example clarifying and explaining instructions, hearing students read etc.
- Adopt appropriate strategies and approaches to support and assist students in achieving their learning goals.
- Adjust learning activities and programmes, in discussion with the class teacher, to assist students achieve their goals.
- Ensure students are able to use the equipment, other specific aids and materials and assist where students are uncertain, such as with meanings of words, spelling and presentation.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.



- Supervise and assist students in their concentration in order to complete work set.
- Motivate and encourage students, and help them to develop their self-esteem and interaction with others.
- Maintain records of student progress, achievement and problems, and provide verbal and written feedback as required to staff and students.
- Contribute to individual education plans (ieps) and individual behaviour plans for students.
- Provide assistance in the supervision of students during breaktimes and lunchtimes as required.
- Put up and maintain appropriate displays within the classroom and school.

ADMINISTRATIVE

- Undertake a range of clerical and administrative tasks as required, for example, photocopying, word-processing, filing, faxing, collation of student reports, administering coursework, collecting and recording payments.
- Ensure that all administrative duties, checks and documentation are completed to the required level of accuracy and within deadlines, including returns and reports.
- Input and extract information from the school's system/s as required.
- Collate information, statistics and prepare reports as required by her/his line manager, the headteacher and the governing board.
- Maintain both manual and computerised record and filing systems in line with requirements.

GENERAL

- Attend parents' evenings, open days and meetings with parents/carers and other professionals as required.
- Assist in escorting students on educational visits and participate in extra-curricular activities as required.
- Invigilate school and public examinations and tests as required.
- Attend relevant meetings and training sessions.
- Undertake first aid training and responsibilities as required.
- Keep abreast of developments and changes in her/his field and communicate to colleagues as appropriate.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.



APPLY:

Applications are to be made electronically using the school application form available on the website. All enquiries and applications via email only to: recruitment@harlingtonschool.org. If you require any further information or wish to discuss this role in more detail please contact the Director of HR and Admin, Vanessa Chettiar via the recruitment email.

We are committed to safeguarding and promoting the welfare of children, and to equality of opportunity. Enhanced DBS clearance will be required. No agency enquiries. CVs alone will not be accepted.

CLOSING DATE: 15TH MARCH 2024

INTERVIEWS: TBC

shortlisting and interviews may take place before closing date for suitable candidates.

If you have not heard from us within two weeks after the closing date, please consider your application as unsuccessful.

SELECTION AND INTERVIEW PROCESS

APPOINTMENT PROCEDURE

The appointment procedure will be based on the following activities:

- Shortlisting based upon skills and experience that meet the person specification and job description
- Suitable references and safeguarding checks occurring prior to, during and after the interview process.
- HR interview
- Interview panel
- Task

Please note that we shall be following up references after shortlisting has taken place. Please ensure that you complete all sections of the application form. Gaps in employment history will be explored with you at interview, and we ask that you bring copies of your qualification certification with you – thank you.

REVIEW OF THE JOB DESCRIPTION

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post-holder may be required to undertake additional duties as required by the Headteacher. This job description will be reviewed and updated as necessary in consultation with the post-holder and the Headteacher

Person Responsible: Headteacher.

CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- May be required to perform any other reasonable tasks after consultation.
- All members of staff are required to participate in the school's appraisal scheme.
- Staff are required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- Staff shall uphold the school's policy in respect of child protection and safeguarding matters.
- Staff shall be subject to all relevant statutory and institutional requirements.



PERSONAL SPECIFICATION

Personal and Interpersonal Qualities – all posts	Essential	Desirable
Be prepared to adopt and support the core values of Harlington School , in order to play your part in providing high quality education and support to our students and other staff colleagues	✓	
Understand, promote and uphold policies for safeguarding children and young people	✓	
Maintaining absolute confidentiality and integrity; being trustworthy and honest.	✓	
Excellent interpersonal and communication skills; a non – judgemental team player	✓	
Positive, 'can do' approach to tasks and workstreams	✓	
Calm and patient; emotionally resilient in challenging situations	✓	
Energetic, enthusiastic and good attendance and punctuality.	✓	
Professional in attitude, conduct and appearance – a role model to young people	✓	
Planned and organised approach to workload	✓	
Excellent written and verbal communication skills	✓	
Good ICT skills	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	
Thinking laterally and open to new ideas and approaches	✓	
Committed to professional training and development	✓	
Committed to equality and diversity	✓	

Qualifications and Relevant Experience	Essential	Desirable
Studied to a minimum standard of GCSE (grade A*–C/ 9-4) or equivalent, in English and mathematics.	✓	
Qualifications for working with young people with learning needs.		✓
Experience working with young people with learning needs.		✓
'A' Levels or equivalents.		✓
Previous experience in a secondary school, in the role of learning support assistant, cover supervisor or learning mentor.		✓
Qualifications or experience in Youth Work, Police work, Social Work or other relevant experience working with young people.		✓
Qualifications or experience pertaining to working with young people who are not successfully engaged with mainstream education.		✓
Qualifications or experience working with young people who may be experiencing anxiety disorders, school refusal.		✓

Skills & Abilities	Essential	Desirable
Calm, emotionally regulated behaviour, even when faced with challenges.	✓	
Extremely emotionally resilient and self – aware.	✓	
Ability to build and form good relationships with students, and to persist with this even when faced with challenges	✓	
Ability to relate well to, and motivate children/young people	✓	
Able to work flexibly and respond to unplanned situations.	✓	
Able to demonstrate initiative when planning workstreams	✓	
A strong team player, who recognises the importance of effective adult team work, and a consistent and constant approach when workstreams involve managing young people with attachment disorder.	✓	
Willingness to engage in self reflection and team reflection tasks and supervision, in order to maintain good personal emotional health, in order to support vulnerable students	✓	
Good standard of numeracy and literacy skills.	✓	
Good understanding of child development and learning processes.		✓



SCHOOL BACKGROUND INFORMATION

Harlington School is a large school in the southernmost part of the London Borough of Hillingdon. After a period of very high student mobility, the school is now successful and oversubscribed.

We are a Foundation, mixed ability comprehensive school, with a small Specialist Resource Provision for children with Physical and Sensory Disabilities. The School has been in the top quintile nationally for FSME6, EAL and mobility for a number of years, but since 2016, we have moved nearer to the national average for deprivation, although we are still in the 4th quintile. Prior attainment on entry is below the national average in all year groups, but the number of highly able students is increasing year on year. Our staff and students are passionate, friendly and diverse, hailing from across the globe. More than 60 languages are spoken at the school, and we are renowned for our inclusive, supportive culture. Our admissions policy includes priority placement for the children of staff. Currently we employ approximately 162 staff, including teachers, associate staff and apprentices. We also host up to 20 Beginner Teachers every year, from a number of ITT providers including the Hillingdon SCITT, a number of universities and we also train colleagues from Teach First.

The school has a number of links with other schools, and external accreditations. We are an IQM Flagship School, an ArtsMark Gold School and are pleased to be in receipt of the Schools' Wellbeing Award. In September 2018 we were featured in the Parliamentary Review:

<https://www.theparliamentaryreview.co.uk/organisations/harlington-school>

In our most recent OfSTED Section 8 inspection in April 2018, the school was judged as continuing to be Good.

<https://reports.ofsted.gov.uk/provider/23/102451>

NEW TO THE TEACHING PROFESSION?

Your training and development needs are fully supported in your ECT years and beyond. We have a full time professional tutor in addition to your faculty mentor, to guide and support you and there is a weekly ECT training programme in addition to other professional development programmes. Loadings are reduced, and we give you a classroom that is located near to more experienced staff in the faculty. Wherever possible we look at not only the number of periods you teach but also the number of classes that you are responsible for, in your first year.

We actively promote collaborative and reflective practice, and support colleagues who are new to the profession in developing positive relationships and effective behaviour management strategies, as well as developing effective techniques to reduce workload. We know that the first couple of years in the profession are hard work as you develop your craft, and we encourage you to share in your successes, but also not be afraid to ask for help if you need it.

We offer the opportunity of paid employment for the last three weeks of the summer term prior to September contracts commencement.

TEACHING STAFF: LEARNING, ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Teaching is good at Harlington as a result of a whole school commitment to continual discussion and improvement of the teaching craft. We have reduced teacher loadings for many teachers to create a weekly Joint Planning Time for subject areas during the school day, and we have used our training day provision to create regular Teacher Development meeting slots after school. We have a Teaching Team comprising of Lead Practitioners and a Professional Tutor who are highly regarded for their support and CPD programmes for all staff. Staff who are relatively new to the profession are given time, energy and care to support their training. We very rarely ask teachers to teach outside of their specialism, and we are investing heavily in developing a trust based, coaching model. As a result, teaching quality has further strengthened since OfSTED judged it to be good in 2015, and this was reconfirmed in the recent 2018 Section 8 visit. We are highly regarded by Teach First and a number of universities, who place large numbers of Beginner Teachers on placement with us. Staff are encouraged and supported to gain additional qualifications, and we currently have staff undertaking National Professional teaching accreditations, as well as Lead Practitioner and Masters' Degrees. There are 'step up' programmes for emerging middle and senior leaders, and coaching opportunities for the Middle and Senior Leadership



Team. Preparation for Headship is established, with 4 colleagues either undergoing or have completed NPQH, the 'Head for a Day' Programme.

We are developing our virtual learning platform, migrating to Microsoft Teams this year for student communications, remote learning and pedagogy to provide a wider range of curriculum resources to students. We are actively moving away from 'marking' to 'feedback', and developing best practice in moderating students' work when evaluating progress.

ASSOCIATE STAFF: ETHOS, VALUES AND PROFESSIONAL DEVELOPMENT

Associate staff are expected to be committed to supporting and educating young people, whether or not their job involves working directly with the students. Everything that we do is to provide a high quality educational experience for our students. Associate staff are encouraged to develop their own professional development and have equal access to the staff development budget. We are currently supporting entry level and higher level apprenticeships in finance and learning support, and we have a great track record in supporting staff into teacher training from a learning support assistant background. Industry accreditations such as CLEAPPS and HAS training is also encouraged and supported.

HOW TO FIND US

Harlington School is situated at the southern end of the London Borough of Hillingdon, near the M4 and Heathrow Airport. We have good access to London to our east by road, rail and underground. There is also easy access to the countryside of Berkshire, Buckinghamshire and Hertfordshire via the M4 and M25.

BY BUS

U4 Uxbridge – Prologis Park via Hayes & Harlington Station.

BY RAIL

Hayes & Harlington Station from Paddington, Ealing, Reading and Slough.

BY CAR

Exit M4 Junction 4, following signs towards Hayes.

If you wish to use your Sat Nav to find us, use postcode UB3 1PB. Please park in the car park accessed from Dudley Place.

