



# Learning Support Assistant Candidate Pack



A **Beyond** ACADEMY  
SCHOOLS TRUST

The Robert Napier School, Third Avenue, Gillingham, Medway, ME7 2LX  
+44(0)1634 851157 | [trns@robertnapier.org.uk](mailto:trns@robertnapier.org.uk) | Headteacher: Mr Steven Quenby

## Introductory message from Steve Quenby, Head Teacher

Thank you for the interest you have shown in the role of Learning Support Assistant at The Robert Napier School.

We are seeking a professional, respectful, and organised individual with a special interest in special needs. You must have the ability to support the learning of the students in their class, on a one-to-one or small group basis.

Having undergone a period of rigorous review and significant changes to the teaching and learning strategies, quality assurance processes and curriculum, the school is establishing its presence as one of the leading schools within the Trust.

I hope you find this applicant pack informative. If you have any further enquiries, please don't hesitate to contact me here at the school, using the contact details at the start of this pack. I would welcome you to see the school in action, or alternatively I would be happy to talk with you over the phone, Teams or Zoom. I look forward to receiving your application.

Steve Quenby  
Head Teacher



## About The Robert Napier School



Built upon the school motto of Learn, Believe, Achieve, we look to engender the school values of respect, trust, perseverance, resilience, fairness, and courage in all of our students, ensuring they are ready to contribute to their community when they leave us at the end of their studies. All staff are central to ensuring students have the right attitude towards their own learning and success, taking advantage of all of the opportunities afforded by the school and leave the school at the end of their studies, ready to contribute to the local community.

Based in the heart of the Medway Towns, The Robert Napier School is a non-selective, mixed secondary school of 1100 students, including 130 in the Sixth Form. The school is an eclectic mix of the old and the new, with the original buildings constructed in the 1850s when the school was the original 'Gillingham Grammar School'. Since then, the school has grown to include a range of buildings, the most recent being the 'Caxton' block, formally opened in 2011. The school has excellent facilities including state of the art ICT provision, a purpose-built lecture theatre, retractable bleacher seating in the hall to accommodate up to 380 people, a permanent stage with full lighting and sound rig, a multi-use games area, large playing fields and excellent sports facilities. The school also provides specialist Access to Mainstream Provision for vulnerable students, as well as a dedicated Visually Impaired unit.

The school is a proud member of the Beyond Schools Trust. Working in partnership with the Robert Napier School, the Trust is made up of Fort Pitt Grammar School for Girls, The Thomas Aveling School, Balfour Junior School and Phoenix Primary School. All of the schools are located within a 5-mile radius and work closely to provide an outstanding education and opportunities for the children of Medway.

In January 2019, the school was delighted to be rated Good by Ofsted, having been rated requiring improvement and satisfactory in its three previous inspections. This was well deserved recognition of the hard work and dedication of the staff to drive improvements. The school continue to drive standards in all areas of the school, to ensure the students receive the best quality education and opportunities.

We value our staff, investing in their training and development at all stages of their career. Comprehensive, individualised training plans are drawn up for all staff, designed to meet their needs and enable them to take the next step in their career. New staff engage in a comprehensive induction programme and are allocated a subject specific mentor, as well as a dedicated coach all of which is aimed to ease your transition into the school.

## Welcome from our Chief Executive Officer

Welcome to Beyond Schools Trust

We are an ambitious organisation of 5 schools, serving the educational needs of nearly 4,000 children and young people aged 3 to 19.

Our academies are based in a tight geographical area drawing students and employees from Kent and Medway in the South East of England.

We employ around 600 people in a range of roles designed to support children to be successful when they leave the Trust. We also rely on the time and commitment of over 70 volunteer Trustees and Governors, who share our ambitions for our schools and our students. These are expressed in our vision, our mission, and our values.

We have a strong belief in the value of lifelong learning and in our strategic plan, we set out to develop a Trust that fully prepares children so they have the skills, knowledge, values, and character to be successful in the world beyond our doors. We also believe that our greatest asset as an organization, is our people, and we are privileged to be involved with such courageous, committed and child-centred employees. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a supported and motivated staff create the best environment and opportunities for students to achieve their full potential.

Andrew Minchin - CEO



# About the Beyond Schools Trust

## Our vision is simple:

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust’s vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students’ and employees’ needs so they are prepared for a rapidly changing world.

## Our Values

Everyone in our Trust has a part to play in bringing the ethos and culture of our values alive. We are committed to ensuring everyone knows why we should value each other and how we should value each other, so we can create a community where we all aspire to succeed. Our values are not the static states of play but things we are always striving to develop and uphold as part of our culture.



## Our Mission

To provide opportunities for everybody to be the best they can be.

We want every one of our students, teachers, or Governors to be the best that can be.

We will work tirelessly to support them to reach their potential.

## Job Description – Learning Support Assistant

Reporting to:	Teacher/Headteacher/SENCO
Salary:	Trust Scale 4 – 11 £19,264 - £22,129 per annum pro rata This equates to £10,484.31 - £12,043.56 per annum
Contract length:	Permanent
Hours:	25 Hours a week - Term time only
Location:	The Robert Napier School, Third Avenue, Gillingham
Start date:	1 <sup>st</sup> September 2022

### Job Purpose

- To support children with a range of special educational needs in all areas of the curriculum, individually or in groups, under the guidance of the teacher and Special Educational Needs Coordinator (SENCO)
- To promote and develop literacy and numeracy within lessons across the curriculum
- To liaise with class/subject teachers and SENCO in preparation for and feedback from, support sessions as appropriate
- To collate information about specific students and provide feedback, which will be used to shape and develop the provisions put in place for students
- To work collaboratively to prepare high quality differentiated work materials for SEN students, to enable them to access the curriculum
- To be aware of students' targets and Key Stage levels and to use these to inform the support and provisions offered
- To regularly provide contributions to create the most contemporary profile of students' specific needs
- To support students through examination processes (including invigilation as directed)
- To plan and prepare resources to best support students in the Access to Mainstream (A2M) unit and wider school community

### Staff Development

- There may be the opportunity to develop a subject specialism and work primarily within a specific department. Therefore, working to support teachers to adapt the curriculum to meet the needs of a range of learners
- To participate in appropriate and targeted In-Service Training and attend meetings where possible
- To continue personal development as agreed at appraisal
- To engage actively in the performance review process
- To address appraisal targets set by the line manager each Autumn Term

## Responsibilities

### Core Subject Learning Support Assistants:

English

Maths

Science

- A good understanding of subject to GCSE level
- Ability to work with small groups of students in and out of the classroom who may require additional support with the subject
- Willingness to give marking feedback (project)

### LSA with responsibility for liaison and support the High-Level Teaching Assistant (HLTA) organizing examinations for SEN students

- Work with HLTA responsible for Alternative Arrangements to implement and organise all arrangements for examinations
- To be able to substitute for HLTA in their absence, being aware of the responsibilities and duties
- To be able to supervise and organise the running of Alternative Arrangement examinations when required

### LSAs implementing interventions in small groups out of class

- Working with SENCO/Assistant SENCO, Access to Mainstream Coordinator and HLTA to implement interventions for individuals and small groups of students.
- Ability to deliver programmes of support effectively, managing students' needs
- To be able to measure students' progress and feedback to lead member of staff on interventions



### Other Specific Duties

- To undertake any other duty as requested by the Headteacher if not mentioned in the above
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To adhere to the School's Dress Code – smart/professional

## Person specification

Skills and abilities	Essential	Desirable
Ability to develop excellent relationships with students, building on a keen understanding of their needs and a desire to see them fulfil their potential	✓	
Good literacy and numeracy	✓	
Able to promote a positive approach towards learning and be prepared to work with children of varying degrees of learning and disability	✓	
Willing to work as part of a team and support the ethos of the school	✓	
Able to be prepared to respond positively to a range of situations	✓	
Able to establish a good working relationship with parents when appropriate	✓	
Ability to work under specific instructions from the Head Teacher, Class teachers, Access to Mainstream Co-ordinator and SENCO.	✓	
Knowledge on behaviour and de-escalation strategies		✓
Awareness of sensitive information and the need for confidentiality	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
A sense of humour, cheerful demeanor, and positive, can-do attitude	✓	
A capacity for hard work and willingness to “go the extra mile”	✓	

## Recruitment process and additional recruitment information

Closing date: 20<sup>th</sup> May 2022

Interview date: TBA

**Recruitment Process:** Once you have submitted your application, it will be assessed against the criteria in the person specification. If you score well against this criteria, you will then be invited to attend and interview. Details will be made available when selected, but the interview is likely to include:

- Panel interview on a variety of topics
- Classroom visit

**Special Requirements:** If you require reasonable adjustments prior to your interview, these can be arranged by emailing [trns@robertnapier.org.uk](mailto:trns@robertnapier.org.uk)

### Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradication discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

**Right to work in the UK:** Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents them from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to documentary evidence of your right to work in the UK.

**Data Protection:** Any data about you will be held securely with access restrict to those involved in dealing with you application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

**Criminal Convictions:** All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on the application form and when completing a Discloser and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working on or coming into contact with children; and must be received by the school before employment can commence.





THE  
**ROBERT  
NAPIER**  
SCHOOL

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