



Henlow Church of England Academy Application Pack

Learning Support Assistant



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Welcome

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Learning Support Assistant** at Henlow Church of England Academy. We are very excited about the appointment, convinced that it offers the right person a wonderful opportunity.

We have students on roll across Years 5 to 10 and enjoy strong links with our feeder lower schools of All Saints, Derwent, Langford, Meppershall and Raynsford. Each year students also join us from a wider range of schools including children of military personnel and families wishing to continue their links with the church. Our vibrant sense of community and 'Henlow Values' really come alive on a daily basis.

Our staff comprises of 41 teachers and 62 support staff. The Senior Management Team is substantively the Headteacher, two Deputy Headteachers, two Assistant Headteachers, the SENDCo, the Chief Finance Officer and Operations Manager.

The school's commitment to learning extends to staff as well as students: there is a well-developed structure for ECTs and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop innovative approaches to learning with an increasing focus on collaborative learning.

The school is going through an exciting period of change, transitioning from a middle to secondary school. Our first Year 11 cohort will complete their Key Stage 4 journey in the summer of 2024. To accommodate the change of age range an extensive building project has been completed. Some highlights include a large MUGA, 5 new science laboratories, a large auditorium, graphics room, textiles room, a new food technology room and computer suite. Much of the school has been altered and refurbished to provide a full GCSE curriculum.

The successful candidate should be a hardworking, energetic and motivated individual who is willing to develop their expertise, take on new challenges, embrace change and is keen to join our developing team of committed professionals.

The application form is available on our website www.henlowacademy.co.uk or from Mrs Janice Marshall who can be contacted via the school office, 01462 813733 or on email: jmarshall@henlowacademy.org.uk

The closing date for applications is **Friday 1st September** with interviews taking place during September.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email Mrs Marshall at the above address.

I know the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



Caren Earp



The school operates safer recruitment practices and the successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure & Barring Service (DBS).

About Henlow Church of England Academy

Henlow Church of England Academy opened as a middle school (Years 5 - 8) in 1976 and established itself as a popular choice for pupils in the 3 tier offer in Central Bedfordshire. As the area now moves towards a primary/secondary model, Henlow is at the forefront of this change as a thriving secondary school (Years 7 - 11). The journey has been an incredible one for our community and I am proud to welcome you to join us as we take our next steps.

The surrounding countryside has always been a wonderful feature of our setting but the buildings themselves have been transformed in recent years. As a secondary school we now have superb facilities and offer a curriculum full of possibilities designed to develop the interests of our young people. As they progress throughout the school, they begin selecting which areas they wish to pursue further in Years 7 and 8. They have an increased choice alongside a community option in Year 9 and ultimately those subjects they wish to focus on in KS4. Our commitment in our curriculum and staffing matches the investment in our new buildings. In addition, our secondary Heads of Department have considerable experience at teaching GCSE. We are excited that our first Year 10 students have just started Key Stage 4 and in the summer of 2024 they will receive their GCSE exam results.

As a community our ambition is driven by our ethos and Christian vision - every young person deserves to enjoy their learning by receiving the right blend of nurture and challenge ('I have come that they may have life, and have it to the full.' John 10:10). A genuine warmth and sense of community defines our approach and underpins all aspects of Henlow life. As teenagers make important decisions about the person that they ultimately want to become, we build positive relationships with them and ensure that they are supported to be the fully rounded person they hope to be.

In 2021 Henlow Academy became the founding member of Poppy Hill Multi Academy Trust which now includes Meppershall Academy. We enjoy strong links with our feeder schools which are now primaries, the Diocese of St Albans and a wide number of community and charity organisations.

Ofsted

We were one of the first schools in the country to be judged according to Ofsted's new framework and in September 2019 we were judged Good overall and in all areas.

In their report the inspectors note that pupils are polite, mature and considerate towards each other, they achieve well and feel safe and happy in school. They recognised our broad curriculum and specialist teachers;

***'The school's curriculum contributes strongly to pupils' wider personal development'.
'(they) have the knowledge and skills needed to teach a range of subjects'.***

Ofsted September 2019

SIAMS

In July 2017 we were judged 'outstanding' in our SIAMS (Statutory Inspection of Anglican Methodist Schools). We are the only middle/secondary in Bedfordshire to receive this grading in a church inspection.

'In keeping with its Christian underpinning the school knows and treats pupils as individuals, recognising and celebrating their various gifts and talents well'

SIAMS July 2017

Curriculum

The Curriculum at Henlow Church of England Academy is designed to meet the needs of all children and provide for the full range of abilities. It has been carefully constructed to ensure that students encounter a balanced and wide range of learning experiences, as well as accommodating the requirements of the National Curriculum.

Key Stage 3

YEAR 7 - 9

In Key Stage 3, the learning opportunities are increased to focus on science, languages, history and geography to strengthen the foundation for future learning in Key Stage 4. In addition, students are offered a wide range of option choices which are varied in Year 7 and 8 and focused on the theme of 'community' in Year 9. In Year 7 and 8 students are taught options lessons in mixed year group classes which adds to our community feel.

Key Stage 4

YEAR 10 - 11

Key Stage 4 combines compulsory study with a wide range of options to allow students to build a personalised programme suitable for their needs and ambitions. As a Church of England school with a community focus, we feel it is important for all students to study religious education at GCSE standard. In addition, students will benefit from a range of subjects they can select from.

'The school's curriculum contributes strongly to pupils' wider personal development.'

Ofsted September 2019

Our Christian Vision, Aims and Objectives

Our Christian Vision

'I have come that they may have life, and have it to the full.' John 10:10

We seek to create a harmonious community in which the individual is valued and is given every opportunity to fulfil their potential in terms of pastoral, emotional and intellectual growth; thus enabling them to live successfully in an increasingly demanding and ever-changing world.

Aims & Objectives

Our broad aim is to provide opportunity for self-development and self-fulfilment for the children here, to enable them to realise their full potential.

To be more specific, however, this School seeks to pass on to each new generation of children the knowledge, skills, ideas, attitudes and values which are judged necessary to make it possible to live - and live well - in our society. Societies change, however, and in our modern times they change quickly. It follows then that we need to provide not only experiences which enable children to grasp the essentials of this world as it is, but also experiences which will make them ready to fulfil themselves in a world which is likely to be different from today's.

Therefore, the School stands not only for tradition and conformity, but also for the future and a willingness to accept, and at times stimulate fresh thoughts and ideas.



'A caring, inclusive and nurturing learning environment, based on its Christian values, leads to good progress and attainment, to strong relationships and to the excellent behaviour of students.'

SIAMS Inspection June 2017

HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM

Job Description

Post: Learning Support Assistant

Salary/Grade Range: NJC Level 2b Points 3-5 £15,987 - £16,573 actual £20,812 - £21,575 FTE

Hours: Monday to Friday 8:30am – 3:45pm including lunch cover, term time only + 5 training days

Reporting to: Deputy SENDCo/SENDCo

Liaising with: The Headteacher and SLT of Henlow Church of England Academy, teaching and support staff, Diocese of St Albans Schools Team, parents and governors.

Purpose of Role:

Support for Pupils

- Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal and social needs of pupils, in order to support their learning and development, especially in the areas English and Maths intervention, and to ensure their safety.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved, minimising barriers to achievement and catering for their individual needs.
- To monitor and support the attendance of pupils with whom you work (and may work in the future) to ensure that their progress is not undermined by poor attendance and to liaise with parents/carers and other appropriate personnel in this respect.
- To read and become familiar with the EHC Plans for pupils with whom you work or may support going forward.
- To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience (this may include toileting, other hygiene needs, help with dressing and/or assisting with feeding if necessary).
- To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with relevant staff under the auspices of the Headteacher.
- To work collaboratively with the feeder schools and other appropriate schools in respect of the Literacy and Numeracy and other SEND needs in order to ensure smooth transfer and the best possible provision and outcomes for all SEND pupils.

Note:

Whilst there may be a specific requirement to support a named pupil or pupils with an EHC Plan, support for other pupils will be required, at the direction of the SENDCo/Headteacher.

Support for Teachers

- To help assess and systematically record pupils' progress and achievements, using the results of this monitoring in further support work.
- To arrive promptly to lessons and work proactively with classroom and department staff using your initiative to support and enhance the ongoing needs of SEND pupils.
- To communicate daily with teachers (regarding pupil attendance, performance, behaviour and progress) via electronic systems including email and Note Books accessing SIMs, Behaviour Logs and other monitoring systems as appropriate.
- Within the overall plan set by the class teacher, to assist in devising and extending educational activities and in preparation of the curriculum. This may include contributing to the development and implementation of Personal Provision Maps and Personal/Pastoral Support Plans and working on differentiated activities.
- To efficiently prepare, maintain and use classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of school resources.
- To undertake tasks related to the SEND Department and pupils at the request of the SENDCo.
- To be proactive in assisting to maintain classroom discipline by working with the teacher, individuals and groups of pupils in developing expectations of acceptable personal and social behaviour and help make pupils be part of the learning experience.

Support for the Curriculum

- To support the teaching of Literacy, Numeracy, Phonics or other specific curriculum areas/specialisms as required and agreed with the Headteacher.

Support for the School

- To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Educational Needs Co-ordinator (SENDCo) and other learning support assistants; working at all times within the school's policies and procedures.
- To assist in the general efficient operation of the school, including providing cover for other support staff where necessary and as directed by the Headteacher.
- To attend staff and department meetings and participate in performance management arrangements.
- To undertake any training and development needs which are deemed appropriate in order to meet the needs of individuals, school-specific requirements and local and national policy changes in respect of SEND, Literacy, Numeracy and Phonics.
- To ensure you are familiar with the SEND, Literacy and Numeracy and other relevant policies and procedures and that you keep abreast of any updates and changes both nationally and locally.

- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information including via social media platforms.
- To undertake any additional tasks of a similar nature and level, as directed by the Headteacher/SENDCo.

Person Specification

Key Criteria	Essential	Desirable	Identified By
Education & Qualifications	<ul style="list-style-type: none"> GCSE English and Maths at grades A* - C or equivalent 	<ul style="list-style-type: none"> Educated to A Level or above 	Application Form and Verification
Experience		<ul style="list-style-type: none"> Experience of working with young people Experience of working in another phase of education in a classroom support role 	Application Form References
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> Ability to work collaboratively with teachers and others Excellent interpersonal skills with the ability to communicate effectively with pupils, parents/carers and appropriate agencies Meticulous record keeping skills Ability to take responsibility and work with autonomy and initiative within set boundaries Good written communication skills The ability to use ICT effectively to support learning and teaching and the performance tracking of pupils Good time management skills with the ability to prioritise and multi-task Have high expectations of pupil attendance, performance and behaviour Manage behaviour effectively and support the class teacher in doing so Recognise the role that parents, carers, families play in helping children succeed and thrive. 	<ul style="list-style-type: none"> Willingness to undertake a HLTA qualification Knowledge or experience of phonics Experience of having worked with teachers, non-teaching staff and young people Experience of having worked in a Learning Support environment involving Literacy, Numeracy and Phonics An awareness of the current educational system, the National Curriculum, (and) current SEND reforms and Literacy, Numeracy and Phonics developments Ability to use SIMs and other programmes to monitor attendance, behaviour and progress Experience of having monitored the performance and work of pupils, using data Experience of Behaviour Management techniques Experience of having worked with parents/carers to challenge and support their children 	Application Form References Selection Process Interview

Key Criteria	Essential	Desirable	Identified By
Motivation	<ul style="list-style-type: none"> Self-motivation and self-reliance Commitment to your own professional development and the Henlow Church of England Academy ethos and ideals. Enthusiasm for teaching and commitment to inclusion and enrichment activities Commitment to working effectively with parents/carers, external partners and other agencies and schools to support the learning of children to define and realise the school's vision Commitment to our local community and improving the life chances of the pupils in our community Ability to work cooperatively as a positive team member High expectations of yourself and the pupils Willingness to embrace change and new ideas in an evolving team 	<ul style="list-style-type: none"> Willingness to undertake a SEND/Literacy/ Numeracy/Phonics related qualification Commitment to excellence in learning and teaching and experience of sharing good practice Experience of working with a variety stakeholders and outside agencies to support the attendance, behaviour, attainment and achievement of pupils 	<p>Application</p> <p>References</p> <p>Interview</p>
Physical	<ul style="list-style-type: none"> Be aware of and be able to meet the physical needs of the pupils to ensure their safety and their full participation in their learning The ability to work effectively in challenging circumstances 	<ul style="list-style-type: none"> Experience of having worked with pupils with a variety of needs The ability and willingness to undertake extra-curricular activities 	<p>Application</p> <p>References</p> <p>Interview</p>
Other factors, skills and knowledge	<ul style="list-style-type: none"> A well-presented letter A commitment to the philosophy and aims of Henlow Church of England Academy. <p>Note: Full DBS clearance will be required</p>	<ul style="list-style-type: none"> Involvement in the full life of the school A positive, "can-do" approach with colleagues and pupils 	<p>Application</p> <p>References</p> <p>Interview</p>