



**ST EDMUND'S**  
**SCHOOL**  
CANTERBURY

LSA Vacancy, including lunchtime cover (37.5 hours)  
Permanent Post: ASAP start

# Letter to Candidates

Dear Candidate,

Thank you for your interest in the post of Learning Support Assistant at St Edmund's Junior School. This post is a permanent, full-time, term time only post (37.5 hours per week). The successful candidate will be expected to provide class-based interventions, which could include small group or 1:1 support throughout the day depending on need. The successful candidate will also provide cover at lunchtimes, as part of our lunchtime team (5 hours). This is an exciting time of growth for our school, and this role presents a real opportunity for the right adult to be a part of our journey.

St Edmund's is an independent 3-18 co-educational day and boarding school. The Junior School has approximately 200 pupils in Years 3-8 and whilst selective, we welcome a broad range of ability. We are lucky enough to have extensive grounds and facilities and links to Canterbury Cathedral. The 25 choristers board and are educated at our school. The pupils at St Edmund's are well behaved, enthusiastic learners. Parental support is very strong, and the Governing Body is committed to improving outcomes for our children. The staff team are dedicated and hard-working and have a real passion for our school. Pastoral care is a great strength, and the school remains committed to accelerating children's progress, raising standards and achievement.

The closing date for applications is 09.00am on **Monday 12<sup>th</sup> October 2020** with the interviews being held on **Wednesday 14<sup>th</sup> and 15<sup>th</sup> October**. Should you be selected for interview, further information will follow but please be prepared to allow the whole day for the process. Please note that references will be sought for all candidates. When applying for the post, please complete the Equalities Monitoring Form in addition to the Application Form. There is no need to provide a covering letter.

Please read through the job description, person specification and visit our website to get a flavour of our school. If you feel you would enjoy the challenge and rewards of working at St Edmund's, I would be pleased to receive your application. It is very important that the statement in support of your application (found in the application form) does not re-state details included elsewhere in the application but addresses:

- why you are applying for the post of Learning Support Assistant at St Edmund's Junior School
- the Job Description and Person Specification

I very much look forward to hearing from you. If you would like an application pack, please contact Sarah Hudson, HR Manager at [slh@stedmunds.org.uk](mailto:slh@stedmunds.org.uk) Please return your completed application form, equalities monitoring form and health declaration form to me at the same address.

Good luck!

Mr Andrew De Silva  
Head teacher



# Learning Support Assistant, including lunch cover

Do you believe that all children have the potential to make more than expected progress? If so, please read on.

We are seeking to appoint a fantastic Learning Support Assistant to join our staff team from September 2020 – to work for 37.5 hours a week: 8:30 – 4:30 (to include a 30 minute, unpaid lunch break)

The pupils at St Edmund's are well behaved, enthusiastic learners. Parental support is very strong and the Governing Body is committed to improving outcomes for our children. We are committed to high standards and achievement for all pupils.

We are looking for someone who is:

- Excellent in the classroom, with an outstanding ability to engage and enthuse children
- Able to challenge, support and motivate all children to achieve high standards
- Able to work under pressure with good time management skills
- Able to think creatively and adapt learning to motivate and meet needs
- Able to modify work/timetable to meet needs of all pupils
- Able to support the pastoral needs of the pupils.
- Eager to take a full and active part in all aspects of our school community
- Naturally positive and a fun team player – with a great sense of humour!

In return, we can offer you the opportunity to:

- Work within a school community that is proud of its achievements and well-motivated to continue to develop further
- Work within a supportive team

**Closing date: 9.00am on 12<sup>th</sup> October 2020**

**Interview: 14<sup>h</sup> - 15<sup>th</sup> October 2020**

Please contact the HR Manager, Sarah Hudson, on [slh@stedmunds.org.uk](mailto:slh@stedmunds.org.uk) to receive an application information pack. If you would like to visit the school or have a chat about the post, please do call to speak to her.

# Details about the post

Details about the post	
Grade	Learning Support Assistant and lunch cover
Type of post	37.5 hours per week Term Time Only FTE = £22,379-£25,461 Actual salary = £16,784.25 – £19,095.75 (depending on experience)
Safeguarding of pupils:	
School statement	St Edmund's is committed to safeguarding children and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All successful candidates will be subject to enhanced DBS checks along with other relevant employment checks.
Context for the vacancy:	
Expected start date	ASAP
End date	N/A - Permanent Contract
Working Hours	37.5 hours per week (Full time to include 30 minute unpaid lunch break)
Equal opportunities:	
School statement	<b>Rationale</b> St Edmund's School is committed to equal opportunities for all pupils and staff, regardless of race, gender, age, physical disability, political or religious affiliations or marital status, and this is fundamental to the ethos of the school. <b>Purpose</b> <ul style="list-style-type: none"><li>•To provide an environment in which all pupils feel equally valued and have equivalent opportunities as others, regardless of race, gender, age or physical disability, in all areas of the curriculum.</li><li>•To ensure that there is an equal opportunity for employment development and promotion for all staff and that they are not discriminated against on grounds of race, gender, age, physical disability, marital status, religion or politics.</li></ul> <b>Guidelines</b> <ul style="list-style-type: none"><li>•Recruitment, development and promotion of staff will be based solely on the criteria of merit and ability and suitability for the job.</li><li>•No job application or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, disability, political or trade union activity or religious beliefs</li></ul>
Information about the recruitment and selection process:	
Closing date for applications	09.00am on Monday 12 <sup>th</sup> October 2020
Interview day	Monday 14 <sup>th</sup> and 15 <sup>th</sup> October 2020

# Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good basic education to GCSE level in literacy and numeracy or the equivalent</li> <li>• Experience of providing pastoral support</li> <li>• Experience in delivering phonics and/or speech and language based interventions</li> <li>• Experience of working with children with SpLD (dyslexia, dyscalculia in particular)</li> </ul>	<ul style="list-style-type: none"> <li>• Example of child protection training</li> <li>• Qualification and/or evidence of training in areas of SpLD, ASC, SLCN</li> </ul>
<b>The Classroom</b>	<ul style="list-style-type: none"> <li>• Help professional staff to achieve their objectives</li> <li>• Assist children on an individual basis but also work as a member of a team</li> <li>• Explain tasks simply and clearly</li> <li>• Supervise and manage children</li> <li>• Monitor, record and make basic assessments about individual progress</li> <li>• Suggest alternative ways of helping children if they are unable to understand</li> <li>• Gain the confidence of children who are behaviourally challenging or socially withdrawn</li> <li>• Accept and respond to authority and supervision</li> <li>• Work independently and show initiative</li> <li>• Demonstrate good interpersonal skills with children and adults</li> <li>• Demonstrate good organisational skills</li> <li>• Be involved in professional development and attend relevant training days</li> <li>• Display work effectively and make and maintain basic teaching resources</li> <li>• Demonstrate the ability to learn and adapt from past experience</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience working with pupils within a primary setting and/or early KS3.</li> <li>• Understanding of the needs of pupils with autism</li> <li>• Experience of working alongside other professionals to support pastoral needs</li> <li>• Plan programmes of support that incorporate variety, interest and pace</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Warm personality</li> <li>• Empathy</li> <li>• Enthusiasm</li> <li>• Flexibility</li> <li>• Initiative</li> <li>• Patience</li> <li>• Respect for confidentiality</li> <li>• Be hardworking, kind, and able to work as a member of a team</li> </ul>	

# LSA Job Description

The responsibilities outlined are in accordance with the requirements of the LSA standards.

The job description will be reviewed as part of a yearly cycle or be amended at any time, in consultation with the post holders.

Date: September 2020

## Supporting Pupils

In consultation with class teachers and the inclusion manager, support pupils in the following ways:

- Adopt a person-centred approach: be able to relate well to children, understand their individual circumstances, needs and aspirations. Establish respectful, trusting, supportive and constructive working relationships with all pupils so that they can reach their full potential
- Implement a variety known strategies that will enable identified children to learn as effectively as possible. This will involve assisting in their weak area e.g. language, behaviour, reading or presentation, and may include devising complementary learning activities, offering motivation and encouragement, creating visual supports etc.
- Ensure the child is able to use equipment and materials provided
- Actively encourage acceptance and integration of children with special needs both within and outside the classroom environment. A willingness to help run nurture groups and to contribute to the pastoral care of our pupils is essential
- Carry out intervention programmes for identified children including testing, recording results, setting new goals and showing children strategies for learning.
- Work with groups of pupils and individual pupils in lessons ensuring that their needs are met while encouraging independence
- Liaise with outside agencies when necessary. Prepare and carry out specific programmes using advice from outside agencies (e.g. Speech Therapist, Physiotherapist, Occupational Therapist)
- Work collaboratively with teachers and other teaching assistants, discussing the needs and progress of children receiving support and contribute to review meetings
- Write succinct session plans and add subsequent evaluative comments as a record of involvement.
- Attend training to increase personal knowledge and share ideas with other school staff as appropriate.
- Demonstrate a working understanding of current theory and practice in relation to learning, care and support for young people who have special educational needs including the SEN Code of Practice

## Year Groups and School organisation

Support year groups and School organisation in the following ways:

- Develop and foster good relationships with parents
- Prepare first aid equipment and other resources for school visits
- Participate in school visits, including residential visits where appropriate
- Supervise playgrounds with a member of the teaching staff and undertake lunchtime duties
- Assisting with assemblies including making scenery and props
- Attend and participate in staff meetings, section meetings and in-Service training days as requested
- Undertake any other tasks as directed by the Head teacher



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