



# Prudhoe Community High School

**Expect Excellence**

**Keep raising achievement**

**High standards, High expectations**

**Promote the Positive**

**Keep looking outward**

## Learning Support Assistant (S306)

September 2021 start

31.63 hpw term time + 2 additional days

Band 3 point 5-6 Equated salary £13,466

Closing date for applications 12 noon on Monday 9 August 2021.

### Guidance notes for completing your application

#### 1. Examine the information pack

It should contain the job description, a person specification and an application form together with additional information about the post. Hopefully, this pack will help you decide whether or not to apply and how to make your application as effective as possible.

#### 2. Look at the person specification

This states the skills, qualifications, knowledge and experience which are required to do the job. When shortlisting takes place, your application form and letter will be compared against the person specification.

#### 3. Analyse your experience

What evidence can you offer to demonstrate that you possess the skills, qualifications, knowledge and experience necessary to do the job for which you are applying. Describe this experience on the application form.

#### 4. Fill in your application form

Ensure that you provide sufficient evidence that you can do the job for which you are applying. Remember to sign and date your application form, and then send it in by the closing deadline. Completed applications should be emailed to: [enquiries@pchs.org.uk](mailto:enquiries@pchs.org.uk)

#### 5. Job share

Job sharing is a form of working whereby two or more people share the hours of one full-time post and receive a wage or salary and other benefits pro-rata to the hours worked. The purpose of job sharing is to open up employment opportunities at every level within the Authority.

#### 6. Response to your application

If you have not heard from us within 2 weeks of the post closing you may assume you have been unsuccessful on this occasion .

**PCHS is committed to safeguarding the welfare of young people: an enhanced DBS check will be required**

## School Information

Prudhoe Community High School is part of the Tyne Community Learning Trust. We are a 13-18 High School with approximately 793 students on roll (currently 200+ in Sixth Form).

**Head Teacher** Annmarie Moore  
**Chair of Governors** Susan McArdle

Prudhoe Community High School is a very hardworking and caring school which draws students from 100 square miles around Prudhoe. Our Sixth Form provision caters for over 200 students. We have a good examination record at GCSE and A Level.

We are a school that is full of drama, art, music and sport and regard these areas as crucial in developing a whole range of personal and social skills.

We work closely with our parents/carers and directly consult via a parent/carers' group which meets half termly. There are opportunities to submit views via regular questionnaires for staff, students and parents/carers.

### Our school aims:

We want our young people to:

- Strive for excellence wherever and however they can
- Develop their values and learn to live by them
- Participate actively

We shall:

- Strive for excellence
- Create a hardworking and caring, safe and stimulating community
- Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

We are in the unique position of having moved to our brand new purpose built 'under one roof' school in September 2016. We have a brand new 3G pitch and sports facilities shared with Active Northumberland. This is a school where students are challenged to work hard and give of their best. We are a happy and caring school where individual needs are met and where every individual student matters.

### About Prudhoe

Prudhoe (population 19,000) lies in the southern part of Northumberland only 12 miles west of Newcastle. The area around includes attractive rural countryside with dormitory villages, some industry along the Tyne Valley, and there is a wide range of good quality housing available. Prudhoe is close to the Northumberland National Park, yet enjoys easy access by road and rail to the urban amenities of the Tynedale conurbation.

The school is a co-educational 13-18 comprehensive, and because the school attracts some students from neighbouring LEAs this results in a comprehensive diverse mix of ability and background, we are a true semi-rural comprehensive school.

We are a successful school, which has shown considerable imagination, resilience and initiative in raising standards, breadth of opportunity and commitment for education in the school and the community it serves.

Our current "Excellence in all we do" motto, reflects our aspiration for our school and all its students.

**Address:** Moor Road, Prudhoe, Northumberland NE42 5LJ

**Telephone:** 01661 832486

**E-mail:** [enquiries@pchs.org.uk](mailto:enquiries@pchs.org.uk)

**Web site address:** [www.pchs.org.uk](http://www.pchs.org.uk)

## Learning Support Assistant Role

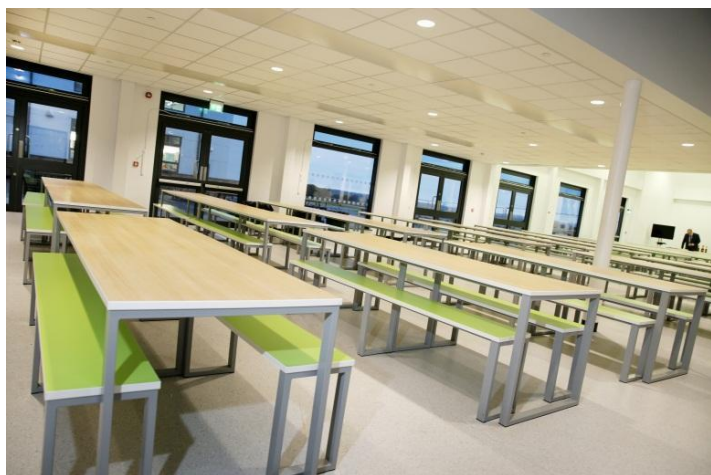
We have a vacancy for a permanent Learning Support Assistant from September 2021. This is related to a shortfall in our SEND requirements. The hours will be 8.30am to 3.00pm Monday to Friday with a 45 minute break daily. The role is term time + 2 additional days.

### SEND Department

We currently consist of 6 full time Learning Support Assistants (LSAs) and 4 part time. We have a supervised base for our students which can be accessed at break and lunchtimes. We work with students who have a range of special educational needs which cover all four broad SEND needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health and
- Physical/Sensory needs

This role will require the LSA to work with a range of these needs.



## Job Description

**Post title:** Learning Support Assistant (S306)

**Band:** Band 3

**Responsible to:** SENDCO /

### Job purpose:

To work under the guidance of teaching/senior staff to support access to learning for students and provide general support to the teacher in the management of students. To enhance the learning of students who have a wide range of learning needs. To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum, and the general life of the school. To be adaptable, have empathy, and follow the school's behaviour policy. Work may be carried out in the classroom or outside the normal teaching area. Work may be carried out within the classroom or outside the normal teaching area.

Includes liaison with:

- TAs
- Teaching Staff
- Heads of Year
- Parents
- Outside agencies as appropriate

### Resources:

Internally - Teachers, Other Staff, Students, Governors.

Externally - Parents, Visitors, Members of the Public, Middle Schools.

### Duties and key result areas:

#### Support for Students

- Attend to the personal needs of students including the implementation of personal learning programmes that may include social, health, physical, hygiene and welfare objectives, both on and off site, during lesson time and during some breaks and the willingness to be flexible in the supervision of lunchtime activities
- Supervise and support children in their access of learning
- Assist in the implementation of special programmes, in consultation with the teaching staff, and using guidelines provided by specialist support services
- Participating with the children in 1:1, in groups or in classroom situations as directed by teaching staff/SENCO including supporting students for controlled assessments and in examinations.
- Establish good relationships with students, acting as a mentor and responding to the needs of each individual child as appropriate
- Assist with program facilitating appropriate social interactions
- Accompany children on organized school visits as appropriate
- To assist with resolving the behavioural and emotional needs of children encouraging development of self esteem and independence
- Encourage students to engage in, and participate in learning activities by the class teacher
- In conjunction with the SENCO, to assist with the development of social skills and appropriate behaviour of pupils
- Participate in the development, delivery and monitoring of individual programmes. Providing feedback to all relevant stakeholders
- To have challenging expectations that encourages students to act independently and build self esteem
- Provide feedback to students in relation to progress and achievement under the guidance of the class teacher and play a role mentoring, setting targets and evaluating progress

## Support for the Teacher

- Create and maintain a purposeful and orderly learning environment in line with lesson planning as provided by the supervising teacher
- Assist the supervising teacher with the planning of learning activities
- As directed:
  - i. prepare a classroom prior to a lesson
  - ii. clear up after a lesson
  - iii. assist with classroom display
- Report to the classroom teacher, as agreed on:
  - i. student problems
  - ii. student progress
  - iii. student achievements
- Undertake the maintenance of students' records as directed
- Support the teacher in the management of student behaviour
- Gather information from parents and carers as directed
- To develop a mutually supportive relationship with teaching staff to establish appropriate learning environments
- To be involved in collaborative planning with teaching staff to ensure the effective use of support within departments
- To advise the teaching staff on the needs of particular students evaluating and adjusting lesson plans as appropriate
- To be involved in target setting and evaluation with staff and student.
- Keep accurate records as required by the SENCO
- Contribute to meetings with parents and other professionals under the guidance of the SENCO
- Provide feedback on progress to the appropriate staff
- Administer and mark routine lists, e.g. spelling, maths
- Undertake routine departmental activities as directed by teaching staff
- Provide the classroom teacher and HoD with clerical and admin support, particularly:
  - i. undertaking bulk photocopying
  - ii. filing
  - iii. collecting money
  - iv. administer coursework
  - v. word processing

## Support for the Curriculum

- Undertake structured and agreed teaching program adjusting activities according to student responses
- To attend departmental meetings where there are relevant agenda items
- To attend TA team meetings as appropriate
- To be involved in working groups where appropriate
- Support students in all aspects of learning including ICT learning at all key stages with regard to national strategies and as directed by teaching staff
- Prepare and maintain equipment and resources required to meet learning activities and assist students in their use

## **Support for the School**

- Comply with all school policies
- Assist with the management of students outside the classroom, e.g. lunchtime and outside the school, e.g. school trips as directed by school management
- To work as part of a flexible and supportive team to further the ethos of the school
- To undertake relevant training to enhance personal development and to use the knowledge to benefit the school
- To attend weekly LSA meetings to develop and disseminate good practice
- To attend relevant INSET events
- To undertake other duties and responsibilities as required commensurate with the grade of the post

## Person Specification

Category	Essential	Desirable
<b>Knowledge and Qualifications</b>	<p>Good numeracy and literacy skills (minimum Level 2)</p> <p>Willingness to undertake further training on supporting students with Individual Needs</p> <p>Possess the necessary skills for working with high school children.</p>	<p>Completion of DfES Teaching Assistant Induction programme</p>
<b>Experience</b>	<p>Working or caring for children of the relevant age.</p> <p>Possess the necessary experience for working with high school age children</p>	<p>Previous Individual Needs experience</p>
<b>Skills and competencies</b>	<p>Basic understanding of child development</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities</p> <p>Ability to communicate effectively with young people</p> <p>Ability to understand and adhere to the need for confidentiality</p> <p>Knowledge of First Aid</p>	<p>Understanding of codes of practice and recent relevant education</p> <p>Good ICT skills, e.g. CLAIT level 1 and ability to use other types of learning technology:</p> <ul style="list-style-type: none"> <li>• photocopier</li> <li>• whiteboards</li> <li>• CD ROM</li> <li>• Video</li> </ul> <p>Ability to keep detailed records</p> <p>Ability to contribute to multi-disciplinary meetings</p> <p>Knowledge of restraint techniques</p>
<b>Physical, mental and emotional demands</b>	<p>Caring nature, a person who is sensitive to the needs of teenagers with Individual Needs</p>	
<b>Other</b>	<p>Genuine interest in and enthusiasm for education of children</p> <p>Ability to act on own initiative</p> <p>Willingness to participate in training and personal development</p>	

# Equality in Employment Policy

## 1 Scope

This policy is recommended for adoption by the governing bodies of all maintained schools.

## 2 Purpose

The purpose of this policy is to set out the commitment of the County Council and its schools to tackle discrimination and promote equality and diversity in employment. It sits within the wider context of each school's Single Equalities Scheme and duty to promote community cohesion.

## 3 Legal considerations

Employers must not discriminate against people on the basis of any of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, unless this can be objectively justified. There are some specific circumstances, known as "occupational requirements", where an employer is allowed to discriminate on the basis of a protected characteristic, which are set out in more detail in the Recruitment and Selection Code of Practice for Schools.

There are four types of treatment which can be unlawful:

**Direct discrimination:** less favourable treatment of a person compared with another person because they have a protected characteristic or are associated with someone with a protected characteristic (for example, the parent of a disabled child);

**Indirect discrimination:** The use of an apparently neutral practice, provision or criterion which puts people with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic, and applying the practice, provision or criterion cannot be objectively justified;

**Harassment:** Unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment; and

**Victimisation:** Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Act; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

## 4 Roles and responsibilities

**Governing body:** The governing body has overall responsibility for this policy and monitoring its effective implementation.

**Headteacher:** The headteacher is responsible for ensuring that the policy is implemented and maintained within their school, including progressing any action plans developed as part of the school's Single Equalities Scheme.

**Employees:** Every employee is under a duty to behave appropriately at all times in accordance with this policy and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace. Failure to do so may result in disciplinary action.

## **5 Policy statement**

All schools share Northumberland County Council's commitment to making their school a fully accessible and inclusive organisation that welcomes and respects the diversity of their students, staff, community and visitors to the school.

The County Council wishes to promote a society in Northumberland which embraces the diversity of the whole community, where unjustifiable discrimination or prejudice does not exist and where all individuals are treated with courtesy, dignity and fairness in all ways including the provision of services and employment.

The County Council, including its maintained schools, seeks a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that people can make when we recognise individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We recognise and understand the importance of delivering the maximum benefits to the community through the recruitment, development and retention of a diverse and highly effective workforce. We are determined to eliminate unfair discrimination in all its forms and to recognise and take account of equality and diversity through our employment policies and practices.

## **6 Policy in practice**

This policy applies to every aspect of employment, from recruitment through pay, access to facilities and employment benefits, training, discipline and grievance procedures and so on up to the end of the contractual relationship and beyond, for example, when references are provided.

Each stage of the employment relationship is covered by an individual employment policy or procedure. The full suite of employment policies and procedures will be consistent with the aims and principles of this policy and will take into account the specific equalities considerations that arise in that particular context. Examples include:

- Recruitment and Selection Code of Practice
- Pay Policy
- Dignity at Work Policy (which sets out how we aim to prevent and deal with harassment)
- Leave Policy
- Flexible Working Policy
- Sickness and Disability Procedure
- Redundancy Procedure

All employment policies and procedures are available from the school office and electronically via the Northumberland Schools Network.

## **7 Publicising the policy**

All job applicants will receive a copy of this policy with the application form for the vacancy. All staff will have access to this policy in their school and electronically via the Northumberland Schools Network.

Schools will ensure that awareness and understanding of equality and diversity in both employment and service delivery is included in the induction of new staff and volunteers. Consideration of equality issues will be included in appropriate training courses, including all training provided by the local authority to support the effective implementation of its employment policies and procedures for schools

## 8 Complaints or concerns

Complaints from external job applicants under this policy should be sent to the chair of governors, who will consider how to proceed under the school's Complaints Procedure.

An employee who has a concern or complaint under this policy should raise the matter with their line manager in the first instance and may use the school's Grievance Procedure, or the Dignity at Work Policy in cases of harassment, if the matter is not dealt with to their satisfaction.

## 9 Breaches of this policy

Every employee is under a duty to behave appropriately at all times and we actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace.

Any employee who commits an act of discrimination or personal harassment will be liable to disciplinary action, and ultimately the possibility of dismissal.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
School Support	January 1993	1.0	Final version
Changed by	Revision Date		
School Support (SH)	13 August 2010	2.0	As above but updated with changes to department names, statutes etc.
School Support (SH)	23 December 2010	3.0	Updated final version agreed with trade union representatives