

**LEARNING SUPPORT
ASSISTANT
(Part Time)
JOB
INFORMATION**



RGS



LEARNING SUPPORT ASSISTANT

(Part time)

Newcastle upon Tyne Royal Grammar School
Required from September 2023

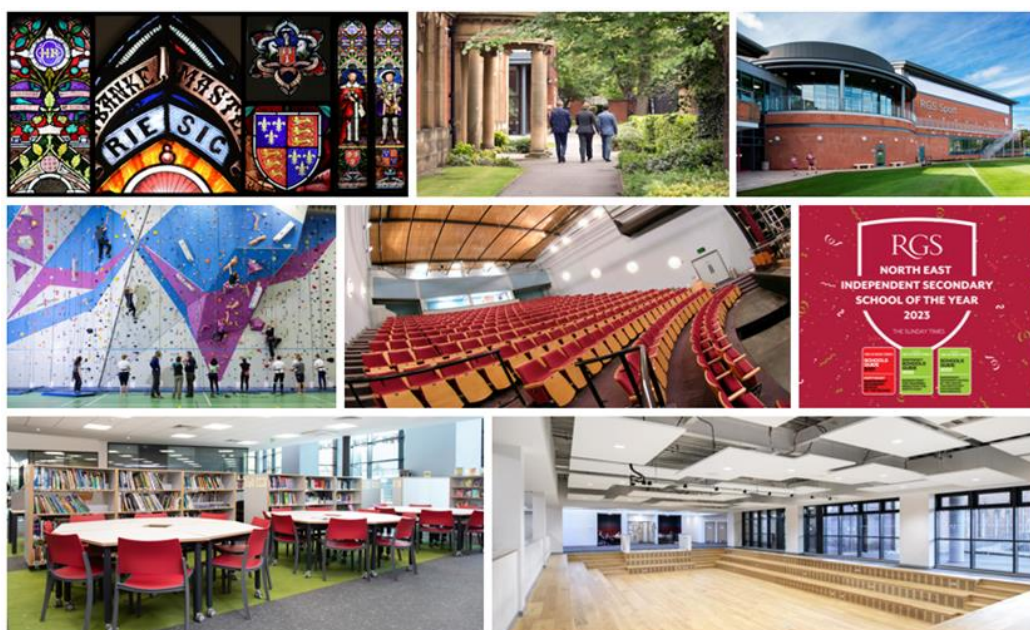


THE POSITION

We have an exciting opportunity for an enthusiastic, knowledgeable Learning Support Assistant to join our excellent learning support department in our newly refurbished Learning Support Base. You must have experience of working in schools, either state or independent sector, and a willingness to work closely with young people across all school ages to help develop their learning.

Knowledge of additional learning needs and experience of working with individuals who have specific needs would be desirable, though training would be given to support the specific requirements of the post.

If you feel that you can show initiative, resilience, and good independent working skills then we would love to hear from you. You must be a team player willing to fit into a small and close-knit team.



Job Description: Learning Support Assistant (Part Time)

Closing Date: 9.00am Monday 19th June 2023

Contact: Head of Learning Support (SENDCO) l.cattle@rgs.newcastle.sch.uk



THE SCHOOL

Thomas Horsley, the original settlor of the Royal Grammar School Newcastle (RGS) pledged his legacy to the School in 1525. Almost 500 years later, RGS continues to flourish as the premier independent school in the North East of England and as one of the country's leading schools, and the Sunday Times' North East Independent School of the Decade 2020. Most recently, RGS was awarded the Sunday Times' 2023 North East's Top Independent Secondary School for Academic Performance. We regularly lead all northern schools in national league tables and pride ourselves on academic excellence, a high level of pastoral support, involvement in a wide range of sports and other co-curricular activities, and our commitment to bursaries and partnerships.

RGS has grown substantially in recent years. There are now some 1,340 students, over 260 of whom are in the Junior School. The Sixth Form of 350 students is one of the largest in the independent sector. We became coeducational 20 years ago and girls now comprise 43% of the school.

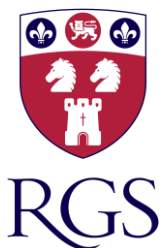
The school is based in the heart of the city, immediately opposite Jesmond Metro station. The school occupies over 30 acres of land and has state-of-the-art facilities, including five brand new art studios, a new library, a new Sixth Form Centre, a 25m swimming pool, two Sports Halls, a Performing Arts Centre, outdoor football/rugby pitches at Mooracres, an artificial turf pitch for hockey and the former County Cricket Ground.



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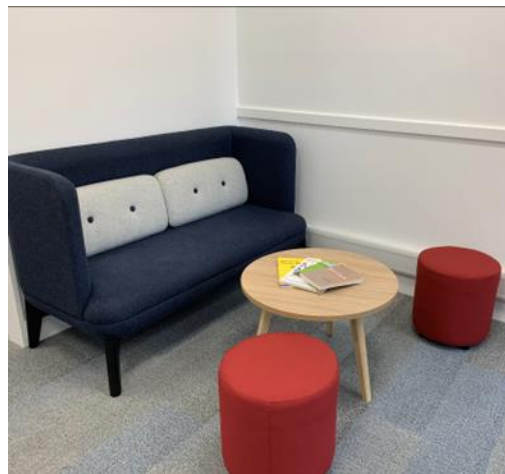


THE LEARNING SUPPORT DEPARTMENT

The department is a small team of four colleagues with a wealth of experience in independent, maintained, special and specialist schools or units. Our aim is to ensure that every student can enjoy success in and out of the classroom, regardless of the barriers they may face. As such, we have recently appointed a Social Communication Skills colleague to help with this area of need. We like to ensure that all needs are met and to help every student feel willing and able to manage the school curriculum and provide individual or group support where needed.

All students, regardless of their needs, should be offered a broad, balanced and differentiated curriculum appropriate to their needs, abilities, and aspirations. We work closely with teachers and parents to provide individualised programs which target areas for development, whether it is academic or pastoral. We use a range of evidence-based educational and psychological approaches to help our students, with the student at the heart of decisions about their support.

We work with all ages, from Year 3 to Upper Sixth, and so flexibility, communication, positivity, and good knowledge of SEND and pedagogy is vital. We provide regular training for the school, run a SEND special interest group, as well as supporting other schools and provide training on SEND in the North East.



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MAIN DUTIES AND RESPONSIBILITIES

Reporting to the Head of Learning Support (SENDCO), the Learning Support Assistant's overall responsibilities will include but are not limited to:

To work under the guidance and within an agreed system of supervision of the Head of Learning Support (SENDCO), Learning and Support, to implement agreed programs with individuals/groups, in or out of the classroom.

The nature and level of the programs is likely to be varied and may require specialist knowledge of particular areas of educational need and learning preferences in line with the school's commitment to individualised support for all students.

SUPPORT FOR STUDENTS:

- Engage in individual or group sessions with students to support students with dyslexia, social communication needs, dyspraxia, sensory needs, or emotional needs.
- Use specialist (curricular/learning/SEND) skills/training/experience to support students.
- Assist with the development and implementation of individual learning profiles.
- Establish productive working relationships with staff and students, acting as a role model and setting high expectations.
- Be an advocate for students.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward the achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Perform assessments under the guidance of the Director of Progress, Learning and Support.
- Provide pastoral support to relevant staff and students.
- Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in comprehensive assessment of students to determine those in

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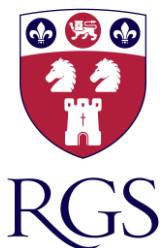
need of particular help.

- Challenge and motivate students, promote, and reinforce self-esteem and resilience.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programs, adjusting activities according to student responses/needs.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Plan, develop and deliver a SEND curriculum in line with the requirements of the students and as outlined by the SENDCo.





SUPPORT FOR THE SCHOOL

- Maintain confidentiality.
- Where appropriate, foster links between home and school.
- Attend, make notes and participate in regular meetings with parents and teachers.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Director of Progress, Learning and Support to support achievement and progress of students.
- Support in the collection of evidence for alternative learning approaches in exams.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Administrative duties related to students with SEND.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- To liaise with, advise and consult with outside professionals.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities as required.
- Recognise your own strengths and areas of expertise and use these to advise and support others.
- Supervise students on visits, trips and out-of-school activities as required.
- Implement planned supervision of pupils outside of school hours.



PERSON SPECIFICATION

The following person specification indicates those areas of skills and personal characteristics, qualifications, training, and experience that are required of the candidates being interviewed.

EXPERIENCE

- Experience working with students at secondary or middle school or primary age.
- Experience of working with students with additional needs.

QUALIFICATIONS/TRAINING

- Excellent numeracy/literacy skills.
- NVQ Level 3 for Teaching Assistants or equivalent qualification and/or experience.
- Have completed training in the relevant strategies e.g., literacy and/or in particular curriculum or learning area e.g., bi-lingual, sign language, dyslexia, IVT, Maths, English CACHE etc.
- Appropriate first aid training.

KNOWLEDGE/SKILLS

- Knowledge of SEND.
- Ability to relate well to children and adults.
- Working knowledge of national/foundation stage curriculum and other relevant learning programs/strategies.
- Understanding of principles of child development and learning processes.
- Ability to use ICT effectively to support learning.
- Ability to use other technology equipment – video, Multi-Function Devices.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

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PERSONAL CHARACTERISTICS

- A genuine liking of people and the ability to show warmth, good-humour, empathy, and sensitivity.
- Ability to communicate effectively with parents, students, and staff in a variety of ways.
- Understanding and commitment to equality of opportunity for all.
- Ability to work within a fast-paced environment.
- Understanding of, and a commitment to the ethos of the school as a community.
- Tact, discretion, and diplomacy.
- Proactive and able to use own initiative to meet individual needs.





LIVING IN THE NORTHEAST

Whilst the North East is beloved and popular with so many, we know that not everyone will have had first-hand experience of it, so this is a short introduction to a city and region which we love and believe you will too. Newcastle is a medium-sized city with an historic centre and a vibrant life of its own. There's culture and arts in the form of the award-winning BALTIC Art Gallery and The Sage, alongside several theatres that attract national touring productions. There's music from classical to club and we are home to the Royal Northern Sinfonia. There's also a growing food culture with some fantastic restaurants.

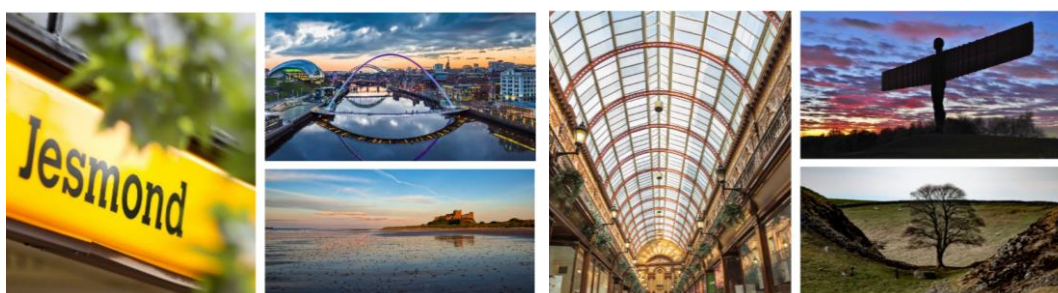
If you like sport then there's certainly no shortage of top-class entertainment: from Premier League football being played at St James' Park and EFL at the Stadium of Light to first class cricket at Durham (a mere half hour away), and great rugby at the Falcons, not to mention basketball and even ice hockey, and then there is the annual Great North Run. The North East has also produced some of the country's finest athletes in track and field and there are clubs aplenty to get involved with, most famously in Gateshead.

The coast and the hills are minutes away from the city centre. By car you can be in the middle of nowhere in 45 minutes, the Scottish Borders is only an hour away and the Lake District an hour and a half. The coast is served by the Metro (our version of the Tube), but some of the country's best beaches are up the road in Northumberland, less than 40 minutes by car. There's mountain biking, road cycling, climbing, and endless hill walks in stunning countryside. There are green spaces all over the city too, with plenty of parks for children and dogs alike to run around.

There are three local teaching hospitals, two universities in the city with another three close by. Some pioneering medical work goes on at the RVI, Great North Children's Hospital and the Freeman Hospital.

History abounds with more castles than you could count and sites of interest for almost every period of English (and border) history. Add that to a proud, independently minded and very friendly local population and we have most things you could want.

There are excellent primary schools in the region and city as well as some good secondary schools too, but staff do get a discount at the RGS. There are also a number of good competitor independent schools as well.



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MAIN TERMS AND CONDITIONS

- This is a permanent role with the school.
- This is a part time, term-time only role which is expected to start in September 2023.
- The working hours for this role will be 8.00am – 4:00pm, Monday to Wednesday during term time. The successful candidate will also be required to work 4 additional staff training days which are spread throughout the academic year.
- The successful candidate will also attend work on the annual safeguarding training day at the start of each academic year (date varies each year). Payment for this day is included in the salary for this post.
- The full-time salary for this post will be in the region of £25-28k gross per annum on the RGS Support Staff Salary Scale depending on experience and qualifications. As this role is part time and term only (+ 4 days and safeguarding), the salary will be pro-rata'd to circa £12-14k gross per annum.
- The post will report to the Head of Learning Support (SENDSCO) who in turn reports to the Deputy Head Academic. This role will support and work with colleagues in the Learning Support Department and across the school.
- RGS staff salaries are reviewed on 1st August each year.
- The employee will be required to comply with a range of RGS policies, in particular, those regarding Data Protection, use of ICT facilities, Child Protection, Staff Behaviour and Health and Safety, a copy of which will be made available.
- The employee will be entitled to normal school holidays. Given the nature of the role, holidays during term time will not be permitted.

WHAT WE OFFER

- During term-time, staff are provided with a free lunch, if on site.
- For non-teaching staff we offer a support staff pension scheme with Aviva and on receipt of a 6% employee contribution the school makes an employer contribution of 10%. There is also the option of a 3% employee and 5% employer contribution if preferred.
- Membership to life assurance scheme through Aviva which pays out 5x annual salary in the event of death in service.

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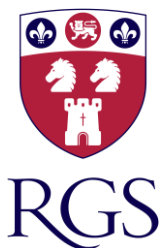
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- The employee will become eligible for sick pay under the RGS Support Staff Sick Pay Scheme after a qualifying period. Details of the scheme will be provided on appointment.
- The school offers an optional healthcare plan for all staff which includes optical, dental and physio cover, access to telephone GP consultations and a host of other benefits (terms and conditions apply). Further information will be available to the employee once in post.
- As with all RGS employees, the employee will be encouraged to become involved in the wider life of the RGS community.
- It is the school's policy to allow all eligible members of staff to educate their children at the school at concessionary rates, subject to their children meeting the academic entry requirements and subject to a place being available.
- Ongoing educational support and development of all staff with the provision of external and internal training courses, and our middle leaders training programme for existing and aspiring managers.
- We offer an interest free travel loan for a corporate Metro travel pass after a qualifying period. Further information will be available upon starting in post.
- Opportunity to see free school productions in the Miller Theatre located in our Performing Arts Centre.
- Free use of a well-equipped gym, fitness suite and swimming pool.
- Access to our onsite confidential counselling service.
- We offer access to the school medical team (1 doctor and 2 nurses) for triage medical advice and free flu vaccinations.
- Invitation to join staff clubs and wellbeing activities during term-time.
- Staff social events throughout the year.
- Supportive and friendly community.
- Opportunity to join in with RGS tradition and become a member of the Stowell, Collingwood, Horsley, or Eldon House.

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HOW TO APPLY

Enquiries about this post should be made in the first instance to Lorraine Cattle (Head of Learning Support). For an informal chat about the post, contact Lorraine Cattle on 0191 281 5711.

Candidates are advised to read the 'Information for Applicants' with particular care before applying.

If, having looked through the website (www.rgs.newcastle.sch.uk) and read this job information pack and the Information for Applicants, you think this particular post would suit you, please say so (and why) in:

1. A covering letter and
2. A fully completed RGS application form.

You must complete the application form, even if you want to also attach a CV. Please email all documents to jobs@rgs.newcastle.sch.uk by the closing date.

The closing date for this role is 9.00am Monday 19th June 2023

Interviews will be held shortly after the closing date. We will hope to make the appointment as soon as possible following interview, offering the post and gaining acceptance.

Reasonable travel expenses will be considered to attend an interview if candidates live outside the local area. This is normally up to a maximum contribution of £100 on provision of receipts. If your expenses will be significantly higher than £100 and an overnight stay is required, please note all expenses will need to be booked and approved in advance. If you plan to claim expenses, please contact the Head's Secretary, Sandra Ellis S.Ellis@rgs.newcastle.sch.uk in advance of your interview, who will talk you through the policy and advise on eligibility for reimbursement.

Safeguarding and Safer Recruitment

RGS is committed to the safeguarding of children and promoting the welfare of children and young people and expects all staff, volunteers and those working in school to share this commitment. The school applies the Government's Safer Recruitment procedures to all candidates. More information regarding the checks can be found in the Information for Applicants and 'Keeping Children Safe in Education' (September 2022).

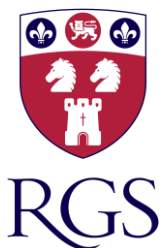
Equal Opportunities

We are looking to appoint staff from a wide variety of backgrounds. Not just because it is the right thing to do but because at the RGS we recognise that those different experiences provide fresh perspectives, opportunities to challenge existing beliefs and provide opportunities to act as excellent role models for our diverse student body. We are committed to creating an inclusive and diverse school culture and our staff are at the

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heart of this. We are proud to be an equal opportunities employer and all qualified applicants will receive consideration for employment regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships. Whilst all applications are considered on merit, we would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in our staff community.

We encourage all candidates to complete an 'equal opportunities' form with your application. This will be sent directly to the HR team for monitoring purposes.

CONTACT DETAILS

Royal Grammar School Eskdale Terrace Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

General enquiries: Lorraine Cattle (Head of Learning Support SENDCO)
l.cattle@rgs.newcastle.sch.uk or communications@rgs.newcastle.sch.uk
www.rgs.newcastle.sch.uk

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