



# ALDENHAM

SCHOOL

## Learning Support Assistant





## A MESSAGE FROM THE HEAD OF FOUNDATION

I am delighted that you are interested in finding out more about this role within the Aldenham Foundation. I am proud to be part of an organisation which has as its core purpose preparing young people to thrive in and give back to the world in which they live.

All of my experience, as a teacher first and then as a Head has led me to believe that a child flourishes and succeeds at school when they are known and valued as an individual by the adults around them, and when they feel a sense of connection to students older and younger than them; in other words, they should feel part of a community. The education we offer is one in which high academic expectations go hand in hand with a desire to see the whole person grow and flourish in a strong community that is both supportive and appropriately challenging.

I hope that you will want to find out more about working within the Aldenham Foundation, and look forward to meeting you soon.

Mrs Alex Hems - Head of Foundation

## THE ALDENHAM FOUNDATION

The Aldenham Foundation is led by the Head of Foundation, who is also the Head of the Senior School, the Leadership Group, and SLTs of the two individual schools.

Aldenham School educates around 680 boys and girls (11-18 yrs) together with the Aldenham Prep School, which educates around 150 boys and girls (3-11 yrs) on the Aldenham Campus.

The 20th Century and the new millennium have seen the developments continue and every challenge met. The size of the School has increased, the facilities have been updated, the academic timetable revised and extended and a wide range of activities added to the curriculum.

ALDENHAM

# School Aims and Ethos

## Our Aims

At Aldenham we educate young people so that they may flourish personally, in order to succeed academically and thereby contribute positively towards the world of their time. Our core values are expressed in the Aldenham Attributes (see below).

## Our Ethos

Our ethos is expressed in the Aldenham Model of Education, at the heart of which lies the development and wellbeing of every child. Our approach is one that creates Autonomy, Belonging, Competence and Purpose, all of which are essential for human thriving. Bringing these together drives the positive cycle of motivation and success, spurring each child on to succeed in ways that may look and feel different for everyone. Three areas of school life, academic, co-curricular and pastoral care interlock, providing our students with opportunities to learn, progress and excel. Drawing on the Foundation's boarding heritage, every student is known and enjoys recognition for their contribution to their community of peers and adults, who care about them as individuals.



## OUR ATTRIBUTES

The Aldenham Attributes describe our vision for the personal development of our students. We believe they encompass the characteristics that provide the framework for a successful experience at the School and equip them to meet the challenges of life when they leave us.

- **Aspiration**
- **Courage**
- **Independence**
- **Co-operation**
- **Curiosity**
- **Respect**



## BACKGROUND TO

# Aldenham School

Aldenham School was founded in 1597 and has remained on the same outstanding site ever since - surrounded by green fields, yet only 12 miles from Marble Arch. Aldenham has enjoyed a period of considerable growth over recent years and still retains a strong boarding ethos. Its reputation as an excellent environment for a high-quality all-round education owes much to its close knit and supportive community. Central to our educational aims is the fulfilment of every child's academic potential, but the building of confidence comes equally from participation in sport, music and drama and by meeting the challenge of living and working together within the disciplined community that is at the heart of Aldenham.

There are eight Houses constituting Aldenham Senior School: two co-ed Junior Houses for Years 7 and 8 which between them contain approximately 180 11-13 year old students, of whom up to 25 can be boarders; 2 senior (13-18) Day Houses, one for boys and the other for girls; a senior Boarding and Day house for girls; and 3 senior Boarding and Day Houses for boys. There are girls throughout the School making up around one third of the total number.

The School offers a wide variety of day and boarding options. The day students' programme operates from 8.30am until 5.30pm and staff are required to be on site throughout the school day. Boarders may either stay throughout the entire week as full boarders or can be flexi boarders. Flexi-boarding is an increasingly popular option. Around 180 students are either full boarders or flexi boarders. Boys and girls can move between these systems according to changes in family circumstances over their career in the School. It is interesting to note that a high proportion of the boarders live within a 20-mile radius.



The most recent full inspections of the School by ISI in November 2012 and December 2017 both produced exceptional outcomes with the highest grade of "excellent" being given in all categories. A full copy of the Inspection Report can be found on the School website.



Teaching loads are generous, with 51 out of 70 periods being the norm over two weeks, but colleagues are also required to contribute fully to the life of the School and to help with games, activities (4 lessons per week) and as tutors in the day and boarding houses. All teachers are also tutors, attached to one of the 8 houses and are responsible for delivering the tutorial programme, writing reports and overseeing the academic and pastoral welfare of their tutees. Drama, Music and the Duke of Edinburgh Scheme all thrive at Aldenham as well as “minor” sports such as sailing, fives and golf. The CCF is an active and well-resourced partnership with a local maintained School. The major boys’ sports are football, hockey and cricket which the School plays at a high level. The major sports for girls are hockey, netball and cricket. The School’s high profile in sport was emphasised by winning the - U15 ESFA Elite Schools Cup, U13 ISFA National Cup, U14, U15 & U18 Hertfordshire County Cup, U12 Plate County in 2023.

All students take a broad, but balanced curriculum up to GCSE of around 10 GCSE/iGCSE subjects in Year 11. The majority go on to the Sixth Form where a linear structure is used to enable most students to take three A-Levels, although some will be offered the chance

to take four. Beyond A-Level, the overwhelming majority go on to universities with a number taking gap years.

In recent years, there has been a major development and refurbishment programme. Most recently this has included the refurbishment of 10 science labs to a state-of-the art standard, and of the day and boarding house accommodation, which has been expanded and improved. The School’s buildings have undergone extensive renovation and refurbishment over recent years. The School’s newest building, The Wells Centre, includes a Sixth Form Centre as well as teaching areas for Psychology and Music. All teaching staff and students have their own Microsoft Surface device for use in and out of lessons. All teaching staff are expected to be accredited as Microsoft Educators within their first year at Aldenham. Significant ongoing investment and development of the ICT facilities allows extensive use of the Microsoft 365 environment for teaching, learning, management and administration. Computing, Dance, Design Technology (Graphics, Resistant Materials and Textiles), Drama, Government and Politics, Media Studies, Economics and Psychology all form part of a broad curriculum. A full-sized sports hall is at the centre of the games programme, which makes available an extremely wide variety of sports to boys and girls.

There are a number of regular school visits in the UK and abroad with many field trips, modern language visits to Europe, skiing, sports tours, as well as cultural visits to many parts of the world and expeditions to places far and wide.

Aldenham is traditionally a Christian foundation which now represents students, staff and families of all faiths and none. Students and staff are expected to be present at services once a week in the Chapel where the tenets of all faiths; kindness, tolerance and respect are reflected upon. A very wide range of racial and religious backgrounds are represented and welcomed within the School and a friendly and supportive atmosphere is our aim and our achievement within the school community.

# Learning Support Assistant

## Reports to: Head of Learning Support

### Summary and main purpose:

The successful candidate will be responsible for teaching and supporting, inside and outside the classroom, students identified with SEND who are experiencing difficulties in Literacy and Numeracy. They will be required to support students with their reading and comprehension, writing, spellings, numeracy, organisation, study skills, social skills, examination technique, processing of information and memory. They will need to work collaboratively as a member of the Learning Support team and contribute to the development of the Department. In addition, they will need to liaise with teaching staff, particularly those in the English Department. This will also involve being a key worker for some students, and liaising with parents as needed.

### The key tasks of the role are:

- To be responsible for students withdrawn from class for 1:1 or group work Learning Support sessions
- To support small groups of students with a range of needs and deliver individual programmes for students with learning difficulties, i.e. reading comprehension groups and social skills/inclusion provisions.
- To support students and assist teachers in class to ensure that students with SEND are able to access the curriculum and make progress in a variety of subjects
- To identify rate of progress after support has been given and write update reports for supported students on provision map.
- To record pupils' attendance and progress in a suitable format.
- To consistently demonstrate high quality teaching of interventions for pupils and to have secure knowledge of the main strategies for sustaining high standards of teaching and learning.
- To liaise with key staff/houses/parents/guardians in a key worker capacity, to offer advice and support, encourage pupil progress, achievement and wellbeing of our vulnerable students.
- To contribute to statutory assessments and annual reviews as required.
- To attend regular Departmental and staff meetings and to liaise with the Head of Department and pastoral staff on students' progress and other teaching and learning matters.
- To support the Head of Learning Support, where appropriate, with administrative duties, i.e. School update reports for parents' evenings, measuring progress, pupil profiles, screening and identification of students with SEN.
- To further own professional development and maintain an understanding and awareness of issues and developments of special educational needs.
- To carry out other reasonable duties related to the successful running of the School, as directed by the Head of Senior School.

The post is likely to suit a person with energy, ambition and flair. The successful candidate must be ICT literate.

The ability to contribute significantly to the wide-ranging extra-curricular programme in the department and the school will be a consideration in the appointment.

The duties and responsibilities outlined above are not exhaustive and may be varied from time to time after consultation with the post holder.

## Person Specification

Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)		✓
Qualified to degree level -ideally English, Maths or Science		✓
To be prepared to train in the SEN field	✓	
Good basic education/literacy/numeracy skills	✓	
Experience	Essential	Desirable
Teaching experience in senior school setting		✓
An up-to-date knowledge of current SEND legislation and practices		✓
Experience working with diverse student populations	✓	
Evidence of comprehensive and continued professional development including specialist courses		✓
A practical understanding of current national initiatives		✓
Experience of working collaboratively within a multi-agency framework		✓
Experience in using educational technology		✓
Experience in using digital learning platforms		✓
Skills & Attributes	Essential	Desirable
Excellent communication and interpersonal skills	✓	
Ability to differentiate instruction to meet diverse learner needs	✓	
Effective assessment and data analysis skills to inform instruction	✓	
Strong organisational and time-management skills	✓	
Flexibility and adaptability to meet changing needs of students	✓	
Commitment to continuous professional development	✓	
Commitment to staying updated with best practice	✓	
Ability to collaborate effectively with colleagues and parents	✓	
Ability to inspire and motivate students	✓	
Personal Attributes	Essential	Desirable
Flexible approach and willingness to adapt to changing environment	✓	
Enthusiastic, creative and innovative approach to teaching	✓	
Professional demeanor and high ethical standards	✓	
Reflective practitioner committed to self-improvement	✓	
Resilient and able to handle challenges effectively	✓	
Good communication skills	✓	
Approachable personality	✓	
Self-driven, adaptable and ability to use initiative in situation	✓	
Cultural sensitivity and awareness	✓	
Collaborative and team-oriented mindset	✓	
Approachable and supportive attitude	✓	

BACKGROUND TO

# Aldenham School

The Aldenham Attributes of Aspiration; Co-operation; Courage; Curiosity, Independence and Respect are widely valued as encompassing the characteristics that provide our students with a successful experience at School and then equip them to meet the challenges when they leave us. Further details about Aldenham can be found on our website [www.aldenham.com](http://www.aldenham.com).



## APPLICATION AND

# Recruitment Process

Aldenham School is committed to safeguarding, promoting British values, supporting the welfare of children and young people and the prevention of extremism and radicalisation and expects all staff and volunteers to share this commitment.

We act to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equalities Act 2010. Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

Applications will be accepted by completion of an application form via My New Term on the vacancies page of our website [www.aldenham.com/other-information/job-opportunities/](http://www.aldenham.com/other-information/job-opportunities/). CVs alone will not be accepted.

Applicants will be required to undergo child protection screening, including reference checks with past employers and a Disclosure and Barring Service check.

Upon successful completion of the first application stage, we will formally invite you to attend an interview on site. You will then be informed of next steps should you qualify for the next stage.

Applications will be reviewed upon receipt and interviews arranged accordingly; early applications are therefore encouraged. We reserve the right to withdraw the advertisement once a suitable candidate is found.

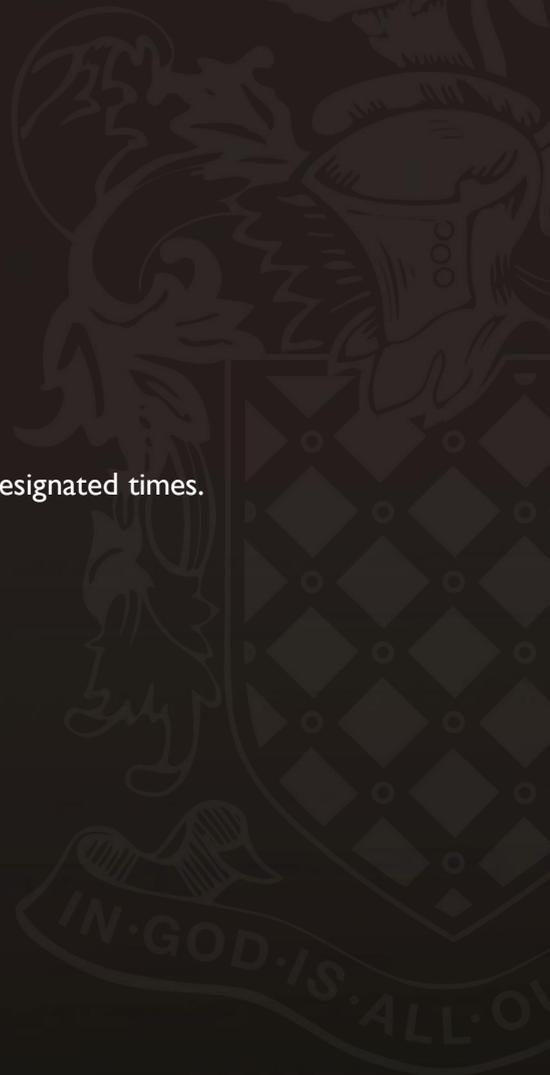
If you have any questions regarding the recruitment process, please do not hesitate to contact us at [vacancies@aldenham.com](mailto:vacancies@aldenham.com).



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# Benefits

- Competitive pay.
- Free school meals during term time.
- Sports Centre – Staff have free access to the Sports Facilities at designated times.
- Eye Care – the Foundation contribute towards eye care costs.
- Cycle to work scheme.
- Free on-site parking.
- Investment in Training and Professional Development.
- Flu Vaccinations.
- Employee Assistance Programme.





# ALDENHAM

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## SCHOOL

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PART OF THE ALDENHAM FOUNDATION

