



DARRICK WOOD SCHOOL

RESPECT | RESPONSIBILITY | HONESTY



Learning Support Assistant Candidate Pack

Learning Support Assistant

Salary: Scale 1 Point 3 **£16,617 actual pa for 5 days per week**

Hours: **25 hours per week** for 38 weeks per year

You will be working in a forward looking and supportive school with successful and committed staff. Darrick Wood is an oversubscribed and successful 11-18 ten form entry mixed comprehensive academy, housed in modern buildings on an attractive site. The School consistently achieves excellent results and was judged to be 'good' in all areas in its OFSTED inspection in May 2024. The School was awarded the World Class Schools Quality Mark in 2015 and again in 2018 and 2021. The School provides excellent opportunities for career development and a full support programme for all new staff. All staff have access to sports facilities, and a private employee assistance programme.

Darrick Wood School is an equal opportunities employer and welcomes applications from all suitably qualified candidates. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected.

Closing Date: As soon as vacancy is filled.

Darrick Wood School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Welcome from the Head Teacher



Thank you for your interest in joining Darrick Wood. I hope that this information pack will help you to learn more about the role, our school and our students.

You are joining a school which has much to celebrate. We are proud of our many successes and in particular the achievements of our students. We are continually striving to build on these and adapt to best suit the needs of our current students. To do this well requires staff working together to contribute to a community where people come first and where we all live by the values of this school - Respect, Responsibility and Honesty. I am proud to be Head Teacher of this inclusive, mixed comprehensive school, one which is highly ambitious about the potential of every individual who works or learns here. We will always work

hard to do our best for our students and to support each other, but we should also come to school enjoying what we do, knowing that our role, whatever it is in school, makes a positive difference to others.

Dr M J Airey, Head Teacher

About Darrick Wood School

We provide the highest quality inclusive education founded on our three Core Values of Respect, Responsibility and Honesty, and our Vision for Learning which promotes achievement for all. Our overall approach is underpinned by our motto, Revereor Vitam – to have a reverence, or respect for life.

Our curriculum is designed so that in Key Stage 3 (Years 7 to 9) students study the full range of National Curriculum subjects. In Key Stage 4 (Years 10 and 11), most students study the English Baccalaureate group of subjects (English, Mathematics, History or Geography, at least two sciences and a language). Students also select from a vast range of other subjects ensuring that the curriculum followed is as broad and balanced as possible. In our very popular Sixth Form, the range of subjects broadens further still.

Throughout all years, we emphasise not only the development of knowledge and understanding, but also what we refer to as the DWS Life Learning Skills. An education at Darrick Wood aims to ensure that all students leave with the knowledge, skills and qualifications to make positive contributions to the communities in which they live and the wider world around them. This is supported by our extensive extra-curricular offer which allows students to develop and grow holistically. There is a strong pastoral care system, with ten Forms per year group and each year group led by an Achievement Coordinator and an Assistant Achievement Coordinator. These teams work alongside experienced non-teaching members of staff to ensure all students are supported to achieve their best.

We have amazing, well cared for facilities, our students demonstrate excellent behaviour and positive attitudes towards each other and their learning. Our staff are highly qualified and experienced. If you believe in comprehensive education at its very best, you will enjoy being part of our school community.

What do staff say about working at Darrick Wood?

“Staff work as a team to pull together within departments/faculties”

“Feel part of a family – work as a great team”

“The relationships I have with the pupils and the respect they show me as somebody who only wants the best for them”

“The variety of opportunities provided to our students. The vast majority of our students are a pleasure to teach and have interactions with on a daily basis”

“Each day is different, with new challenges. I enjoy engaging with students and staff alike”

“The kindness of the staff; I feel listened to and valued; wide variety of activities clubs for the children to participate in; opportunities to go on trips”

“Even on challenging days, there is always someone to go to. It makes sense why people stay working here for long services”

“My colleagues and department and the dedication and support they consistently provide. Seeing pupils develop and my relationship with them. The dedication of some of our pupils to their learning and extra-curricular”

Job Description/Person Specification

Salary: Scale 1 Point 3 £16,617 **actual pa for 5 days per week**

Hours: **25 hours per week** for 38 weeks per year

A Learning Support Assistant (LSA) is someone who supports a pupil with special education needs. An LSA has no teaching requirement. They have a duty to work with the pupil(s) in the classroom and to be directed and support the classroom teacher.

Some LSAs have HCA qualifications and act as carers and their roles reflect this in their duties.

Our main requirement is to work with KS3 and KS4 pupils, but we have many SEN pupils studying in the Sixth Form.

At Darrick Wood School, the LSA is part of a dedicated team. Your role will be to respond to those needs, which are designated as identified or targeted special educational needs (coded as K or PRA/EHCP [funded]).

These needs fall under these categories: –

- Communication and interaction
- Cognition and Learning
- Medical, sensory and/or physical needs
- Social, emotional, mental health needs
- Some of the sub-categories of need are:
 - Behavioural, emotional literacy and social skills difficulties
 - Complex speech, language and communication needs
 - Learning and language difficulties particular to those with a hearing impairment
 - Literacy / Numeracy enhancement requirements
 - Physical impairment
 - Specific learning difficulties
 - Vision impairment

Job Description/Person Specification

A description of tasks

Your role will be to work predominately with our EHCP (educational healthcare plan) pupils. However, we aim to provide all rounded support to the entire class, and they may be those with identified or concerning needs. Our practice is centred around MITA, from IoE. Please familiarise yourself with the aims on how to maximise your practice by looking at this website: <http://maximisingtas.co.uk/>

The tasks outlined below are general to most jobs and are always open to change. However, the job description points below given an indication of the duties that you will be required to fulfil:

- Contribute to the personal, emotional, social and academic skills of all pupils.
- Putting their welfare as paramount.
- Encourage pupils to become independent learners.
- Encourage pupils to interact with others and engage in activities led by the class teacher.
- Support pupils to understand instructions.
- Escort pupils around the school premises as necessary.
- Deliver specific daily intervention programmes, when required.
- Encourage the pupils to develop an understanding of their difficulties and offer strategies on how to overcome their barriers.
- Help the pupils to express their feelings and opinions on matters in an appropriate way, in and out of the classroom.
- Support the pupils in the classroom, as directed by the class teacher.
- Help the pupils manage and feel confident with learning tasks.
- To role model good behaviour and to deescalate behaviour situations that may arise in the classroom.
- Encourage the pupils to be organised and to cope with the busy secondary school timetable.
- Support with the physical needs of pupils to be able to access the curriculum and to support by pushing around wheelchair users where needed.
- To track pupils in the classroom, to aid with the development of personalised approaches for each child.
- To provide help and guidance in homework club.
- To support pupils taking part on regular school trips, events and recreational activities.
- To contribute to an Annual Review for a pupil.
- The hopes of the pupils and those of their parents/carers will be very important. Building good relationships with those is critical. An LSA should aim to have a supportive relationship with the pupils and should encourage them to express their own views, and at times, present those views to other professionals.
- The LSA will liaise with class teachers as appropriate.

Our goal is that our pupils will (holistically) become independent in their academic, emotional, social, sensory and medical achievements, with little assistance from and LSA, by the end of their education time at Darrick Wood Secondary School.

Selection Criteria

| | Essential | Desirable |
|---|-----------|-----------|
| Qualifications | | |
| Educated to at least GCSE Grade C or equivalent in English or Maths | ✓ | |
| Experience of working in a busy environment | ✓ | |
| Experience of working in a school or a similar establishment | | ✓ |
| Skills & Knowledge | | |
| Excellent people skills with an ability to build and form good relationships with students, colleagues and other professionals | ✓ | |
| Ability to deal with unexpected/difficult situations | ✓ | |
| Ability to use own initiative as well as work proactively as part of a team, understanding school roles and responsibilities | ✓ | |
| Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, other professionals | ✓ | |
| Good standard of numeracy and literacy skills | ✓ | |
| Ability to manage and deal with confidential data/issues appropriately | ✓ | |
| Knowledge/experience with Bromcom | | ✓ |
| Personal Attributes | | |
| Ability to inspire, challenge and motivate | ✓ | |
| Have a positive approach with a desire to succeed | ✓ | |
| Energy, <u>enthusiasm</u> and perseverance | ✓ | |
| Reliability and integrity | ✓ | |
| Good interpersonal skills | ✓ | |
| Professional appearance and manner | ✓ | |
| Positive commitment to individual personal development | ✓ | |
| Capacity to work hard, under pressure, to meet deadlines and manage time effectively | ✓ | |
| A good record of attendance during the last three years | ✓ | |
| Adaptable and amenable with respect to working practices | ✓ | |
| Ability to work independently and in a team, take a collaborative approach | ✓ | |
| Ability to build supportive working relationships with colleagues | ✓ | |
| Commitment to supporting the full life of the school | ✓ | |
| Suitable to work with children | ✓ | |
| Special Requirements of the Role | | |
| Show a commitment to safeguarding and promoting the welfare of children and young people | ✓ | |

Application Procedure

- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'statement in support of your application' please tell us:
 - why are you applying for this post
 - how your experience, skills, training and/or qualifications equip you for this positing and specially how you meet the person specification and requirements of the job description.

Early applications are encouraged, and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us an email address.
- 3) Candidates called to an interview will:
 - Be given a tour of the school.
 - Have an opportunity to meet with members of the department.
 - Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Deputy Head. Details of the lessons to be taught will be given in advance.
 - Have a formal interview with a member of the Senior Leadership Team.

Pre-Employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, **one of whom must be your current or more recent employer, Head Teacher or mentor at your placement if you are still training**. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.

3. Provide proof of eligibility to work in the UK
4. Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Spire.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Policy on Equal Opportunities

The School is an Equal Opportunities employer, and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

To view Privacy Notice for Staff Applicants, [Click here](#)