



KINGSBURY HIGH SCHOOL

Spectemur Agendo



LEARNING SUPPORT ASSISTANT (EAL)

Candidate Information Pack

JUNE 2026

SPECTEMUR AGENDO



Introduction

KHS is a large and successful 11-18 split site school with a vibrant learning environment and a strong community ethos. Students and staff recently celebrated the release of a glowing inspection report (February 2024) which praises the school for its, “vibrant, inclusive culture”. The report reflects the school’s noticeable development over the last few years, with particular emphasis on high expectations, the strength of relationships between pupils and staff and the exceptional educational experience offered in Sixth Form.

Kingsbury High School has a long history of success. There is a keen understanding of the importance of values and a sense of tradition, encapsulated by our motto, *Spectemur Agendo*. It dates back to the founding of our predecessor school, the Kingsbury County, in the 1920s, and it is Latin for, “let us be judged by our actions”. As Headteacher I seek to lead the school with this at the heart and ask students to follow the Kingsbury Way: to respect themselves, others and the environment. In November 2022 the school achieved ‘Gold’ status on the UN Rights Respecting School Award reflecting our commitment to children and young people. Student leadership is an important feature



Alex Thomas, **Headteacher**

of our work and through the work of staff and young leaders the school has the Leadership Skills Foundation: Centre of Excellence.

A great school is a combination of different things. We are equally proud of the many opportunities we provide for our students beyond the curriculum and how we develop students as individuals ready for adult life. Students know our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society. Our key values are: Aspiration; Integrity; Respect; Responsibility and Resilience. Through these, we aim to combine both academic success and the development of the broader aspects of each student’s character.

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@officialkingsburyhighlondon



Kingsbury High School

About Kingsbury High School

Kingsbury High School is located in Brent, one of the most diverse boroughs in England and Wales. It is surrounded by parkland with large playing fields and great local amenities, excellent transport links to enable easy access from central London and fringe areas. There is an upper and lower school; staff and some classes commute between them throughout the day. We recognise our place in the community and are a key part of the partnership, Kingsbury Schools Together with our local primary schools and The Village (special) school.



Our school is truly diverse in its makeup, whilst united as one family working to achieve the best for all our students. At KHS there are higher proportions of students than nationally: with English as an additional language (over 70%); living in socially deprived households; and disadvantaged (Year 7-11: one third eligible for the pupil premium). The majority of the roll is minority ethnic although there are no groups significantly more represented than others. Boys are in the majority in all year groups. The proportion of families that identify as having a religious faith is significant with over 40% Muslim. Kingsbury has a stable roll of around 360 sixth formers and the majority of its intake is from minority ethnic groups and a significant proportion is LAC/FSM.

Student attainment on entry is below average for all year groups and the Sixth Form. The proportion on the SEN register is relatively low however there are a significant number of ECHPs. Over the last 18 months there has been a significant increase in numbers open to social care.

KHS has an Alternative Resourced Provision (ARP) for students with hearing impairment and an onsite alternative provision: Article 28. Part of the Lower School site is shared with a local special provision, The Village School.

Student Outcomes

Our students gain excellent examination results at 16 years and across the Sixth Form. The percentage of students achieving English and mathematics is above national (for grade 4+ and 5+) and Attainment 8 is above the national average. Progress 8 for is consistently 'above average' and disadvantaged students' P8 positive.

The A-level and vocational ALPs grades are positive. Progression to university (including to Oxbridge and medicine) is very strong.

Our Commitment to Staff (Benefits)

Commitment—The DfE Wellbeing Charter was adopted by Governors in 2022/23; a Wellbeing Forum meets monthly; and KHS is working towards the *Wellbeing Award*

Work-life balance—KHS discourages emails and working out of hours; provides wellbeing advice (via a Virtual Staff Room, VSR and HR); and appraisal is supported via bespoke time off timetable

Communication—Transparency and signposting is supported via the VSR and a weekly bulletin

Support— A coaching programme supports teacher development; Education Support (EAP) is available for all; and training for leaders on wellbeing and mental health (via MIND) is provided

Human Resources—Induction programme for all staff; a HR function with a supportive attitude towards personal issues - medical; child-related; personal

Feedback loop— at faculty, team and individual level via: TES Pulse; SLT on the sofa; a Joint Consultative Committee with Governors and Professional associations; and regular consultation.

Free On-site Parking	Staff Tea / Coffee	Monthly Staff Treats	New Starter Tea Party
Cycle-to-work Scheme	Electric Vehicle Salary Sacrifice Scheme	Local Government / Teachers Pension Scheme	Blue Light Card for Discounts/Cashback
Flu Jab Vouchers	Employee Assistance Program	Staff Social Events: Christmas Lunch; Summer BBQ; badminton; zumba	Commitment to Continued Professional Development
Gyms on both sites equipment			

Our Ethos and Values: *The Kingsbury Way*



Our aim is to develop in all of our students the love of learning, intellectual curiosity, skills and qualities of character needed to become successful, happy and engaged members of society.

Aspiration	Integrity	Respect	Responsibility	Resilience
<p><i>Being optimistic about the future.</i></p> <p><i>Being ambitious in everything we do.</i></p> <p><i>Being unwavering in our expectation that all can succeed and meet their potential.</i></p>	<p><i>Being honest about our strengths and weaknesses.</i></p> <p><i>Being open about decisions and doing what we say we will do.</i></p> <p><i>Being prepared to apologise if we get things wrong.</i></p>	<p><i>Being considerate of the views of, and our impact on, different groups and the community.</i></p> <p><i>Being proud about what makes each one of us different.</i></p>	<p><i>Being accountable for our actions.</i></p> <p><i>Being clear about what we expect.</i></p> <p><i>Being aware of our impact on the environment.</i></p>	<p><i>Being explicit in developing physical and emotional wellbeing.</i></p> <p><i>Being prepared to go 'the extra mile'.</i></p>

Job Description: Learning Support Assistant (EAL)

Reports to:	Head of EAL/SENCO
Salary Scale Range:	Scale 3 Point 6 plus London Weighting, paid pro rata (£25,025 actual, per annum)
Contract:	Permanent/Full Time/Term Time Only
Hours of Work:	36 hours per week, Term Time only (39 weeks)
Work Pattern:	8.30 am – 4.00 pm (Monday) 8.15 am – 4.45 pm (Tuesday) 8.30 am – 4.00 pm (Wednesday, Thursday, Friday)
Deadline for Applications:	Sunday 28 th June 2026
Proposed Start Date:	As soon as possible

JOB PURPOSE

- To carry out work, care and/or support programmes for pupils, under the SENCO.
- To enable access to learning for pupils and assist the teacher in the management of SEND (E and K coded) pupils and the classroom.
- To deliver an effective level of support, assist in meeting the needs of students with different learning needs as well as English as an additional need.
- Prepare and deliver small group interventions for a group of identified pupils; this may include any targeted interventions as instructed by SENCO/Head of EAL.
- To contribute to the overall ethos, work and aims of the school

KEY DUTIES AND RESPONSIBILITIES

- Attend to the personal needs of pupils and implement related personal programmes, including social, health, physical, hygiene, and first-aid and welfare matters.
- Supervise and provide support to pupils ensuring their safety and access to learning activities.
- Support pupils to understand instructions, and in respect of local and national learning strategies such as literacy, and numeracy, Key Stage 3 and Key Stage 4, as directed by the teacher, SENCO and/or Head of EAL.
- To liaise with subject teachers in order to become familiar with the SOW and lesson plans and be well prepared to support the pupils with SEND (E and K) and EAL.

- To liaise with Head of EAL, the SENDCO and the subject teachers to support SEND pupils (E and K) and EAL pupils.
- Establish good relationships with pupils, acting as a role model, being aware of and responding appropriately to their individual needs, and encouraging pupils to interact with others and engage in activities with others.
- Prepare the classroom as directed for lessons, clear afterwards and assist with the display of pupils' work.
- Undertake pupil record-keeping as requested by the teacher and the SENDCO.
- Keep a record of targeted intervention classes, including EAL.
- Keep a daily record of in-class support on the relevant school's software, such as class charts or provision map.
- Contribute to SEND and EAL student passport and IEP (individual Educational Plan) writing and reviews as requested by the SENDCO and Head of EAL.
- Maintain awareness of pupil problems, progress and achievements, and report to the SENDCO as agreed and/or appropriate.
- Gather and report information from and/or to parents/carers as directed by the SENDCO.
- Prepare and maintain equipment and resources as directed by the teacher, and assist pupils in their use, including basic ICT equipment.
- Support the teacher in managing pupil behaviour, reporting conflict and incidents in accordance with the school's policies and procedures.
- Promote the inclusion and acceptance of all pupils.
- Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on trips and school activities as required

General Responsibilities

- **Operational Flexibility:** To undertake general administrative duties and any reasonable tasks as directed by the SENCO, Line Manager, or Headteacher, ensuring the core purpose of the role and the needs of the pupils are met.
- **Professional Development:** Actively participate in continuous professional development (CPD), including SEND-specific training, and contribute to staff meetings and briefings to ensure best practice.
- **Safeguarding & Welfare:** Maintain a rigorous awareness of and comply with all school policies regarding Safeguarding and Child Protection (KCSiE), Health and Safety, and Security. Ensure all concerns are reported immediately to the Designated Safeguarding Lead (DSL).
- **Information Governance:** Adhere to strict confidentiality and Data Protection (GDPR) protocols concerning pupil records and sensitive SEND information.

- **Equality & Inclusion:** Champion the school's commitment to Equality, Diversity, and Inclusion (EDI), ensuring all pupils have equitable access to learning and development opportunities regardless of their background or ability.
- Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of safeguarding and child protection; health, safety and security, confidentiality, and data protection.
- **School Representation:** Act as a professional ambassador for the school, presenting a positive and welcoming impression to visitors, parents, and the wider community, both on-site and during external visits.
- **Professional Resilience:** Maintain a calm, composed, and solution-focused approach when navigating the complex and evolving challenges of the school environment, particularly when supporting pupils with high-level needs.
- Assist with first-aid for students and staff, including looking after sick students and liaising with parents and staff
- Undertake these duties within agreed school objectives, policies and procedures and promote the School's Equal Opportunities Policy.
- To present a positive impression of the school in all encounters with visitors or on school visits.

Note: This Job Description is subject to amendment and will be reviewed from time to time and modified in the light of the post-holder's career development and changing needs of the school.

Person Specification: Learning Support Assistant (EAL)

Knowledge, Skills and Experience

Essential Qualifications

- **Academic Standards:** Hold a high standard of education, specifically a minimum of GCSE Grade C or 4 (or equivalent) in English and Mathematics to effectively support the literacy and numeracy demands of the secondary curriculum.
- **Communication Skills:** Demonstrate highly effective oral and written communication skills, with the ability to adapt language for pupils with varying needs, teachers, and parents/carers.
- **Information Technology:** Possess a strong working knowledge of ICT systems (Microsoft Office, Email, PowerPoint) to support classroom learning and maintain accurate digital records of pupil progress.

Specialist SEND & EAL Experience

- **SEND Support (K) & EHCPs (E):** Proven experience working with or caring for young people, specifically those with Education, Health and Care Plans (EHCPs) and those identified at the SEN Support level.
- **Language Acquisition:** Experience supporting pupils with English as an Additional Language (EAL), using strategies to help them access the curriculum alongside their peers.
- **Breadth of Knowledge:** A clear understanding of the four broad areas of need defined in the SEND Code of Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health (SEMH)
 - Sensory and/or Physical needs.
- **Pedagogical Strategies:** Awareness of how to implement Quality First Teaching strategies and scaffolding techniques during both whole-class support and targeted withdrawal sessions.

Collaborative & Professional Attributes

- **School Operational Knowledge:** The ability to quickly understand and apply information regarding school systems, statutory policies, and the Local Offer for SEND.
- **Professional Relationships:** The ability to build and maintain empathetic,

professional relationships with pupils, parents, and colleagues, ensuring clear boundaries while working as part of a cohesive team.

- Flexibility & Adaptability: A proven ability to work flexibly across different departments and roles to meet the changing needs of the SEND department and its pupils.

Equal Opportunities and Safeguarding

- A commitment to Equal Opportunities and an understanding of the implications of working in a fully inclusive school.
- A commitment to safeguarding and promoting the welfare of our students.
- A clear understanding of current educational issues and developments and their likely impact on teaching and learning.

Safeguarding

A commitment to, and understanding of, safeguarding and promoting the welfare of our students

Safeguarding / Safer Recruitment

KHS is committed to the safeguarding of children/students. All employees are expected to comply with our School Child Protection and Safeguarding Policy and the Staff Code of Conduct.

Safer recruitment

Kingsbury High School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. Any roles which involve working with children, young people or vulnerable adults, or roles in which the duties will involve access to sensitive information relating to children, young people or vulnerable adults, the School will take up references prior to interview.

You should provide details of referees including your current and previous employers, covering the last 5 years.

Candidates can request for us not to send a reference request to their current employer prior to interview by emailing us at khsvacancies@kingsburyhigh.org.uk

As part of our Safer Recruitment Policy, a full employment history is also required for this role.

Please provide a full employment history, together with a satisfactory written explanation

together with a satisfactory written explanation of any gaps in employment. Unless otherwise stated, a Basic DBS check will be undertaken as part of the pre-employment checks for successful candidates.

Diversity Statement

Kingsbury High School values the diversity of its community and aims to have a workforce that reflects this. We therefore encourage applications from all sections of the community.

High Volume Applications

Kingsbury High School reserves the right to close any vacancy earlier than the advertised closing date should there be a high volume of applications received.

DBS

This role requires an Enhanced DBS (This post is exempt from the Rehabilitation of Offenders Act,1974).



Nikhil, Head Boy and Emira, Head Girl

Induction

All new members of staff are expected to complete the induction programme, including required health and safety courses, and display their understanding of the Staff Code of Conduct and the most recent version of Keeping Children Safe in Education (KCSiE).

How To Apply

Kingsbury High School have partnered with My New Term to manage our staffing vacancies and onboarding.

To apply for this, or any other role directly, we ask that you apply via the My New Term <https://mynewterm.com/> platform, by clicking the relevant job title on the Staff Vacancies page which is found using the 'Search by Employer' under 'FIND A JOB'. If you are already registered, please ensure that all information on your profile is current and up to date, especially information regarding your right to work and qualifications.

If you are not registered to My New Term, and need any assistance with using the website, please do not hesitate to contact the My New Term team via the live chat bubble on their job search page or you can contact the KHS HR team.

Please note that the formal shortlisting stage will take place soon after the advert closing date, however the school reserves the right to interview candidates prior to this. You will receive your application outcome (shortlisted or unsuccessful) through the MNT platform.

If you would like to have a phone call or school visit prior to submitting your application you can make the request via email to us. Please note that we will aim to do our best to accommodate your availability, but this may not always be possible.

If you have any queries about this or any other KHS vacancy, please do not hesitate to contact us on:

Email: khsvacancies@kingsburyhigh.org.uk

Phone: 020 8206 3000

