

Recruitment Pack



Learning Support Assistant

July 2026



School ready; Work ready; Life ready

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Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

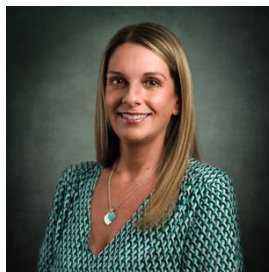
Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart
Principal

We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.

STRATEGIC FOCUS

VISION: School Ready; Work Ready; Life Ready

PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

STRATEGIC GOALS

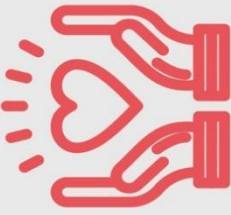
Quality of Education Know More, Remember More, Do More			Behaviour & Attitudes			Personal Development			Leadership & Management		
Curriculum	Teaching & Learning	Assessment	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
- Students access a broad, balanced, and ambitious curriculum that meets all statutory requirements. - Students develop sequenced knowledge and skills within each subject, supporting strong progress and outcomes. - Students are supported to succeed through an accessible and appropriate curriculum that promotes equity and inclusion.	- Students benefit from consistently high quality, responsive teaching that drives sustained progress. - Students apply their knowledge and skills to deepen understanding, which is regularly checked and reinforced. - Students develop independence and metacognitive skills that prepare them for post-16 pathways and lifelong success.	- Students make strong progress, particularly towards Expected Standards at KS3 and Achievement Grades at KS4. - Students benefit from teaching that is informed by effective data, evidence, and targeted instruction, and targeted support. - Students build the skills, confidence, and independence needed to prepare effectively for their GCSE examinations.	- Student conduct is exemplary in lessons, during unstructured time and in the local community. - Students demonstrate a positive attitude to learning and they embody the College Core Values. - Positive role models are recognised and celebrated.	- Students and staff have zero tolerance for bullying, harassment and child-on-child abuse. - Everyone takes appropriate action to ensure all students feel safe. - Relationships are based on mutual respect. Restorative practice is valued by all.	- Students value their learning time and this is reflected in their high attendance and punctuality. - All students, regardless of need, are supported to attend and be on time.	- Students understand how they are developing physically, mentally and socially. - Students understand what makes them unique but also celebrate what brings them together.	- Students contribute to the benefit of themselves and those around them. - Students support their local community, charities and the environment.	- Students make use of the experiences Horizon has to offer them. - Students are supported to make informed choices about their future aspirations.	- A culture where: - Everyone is school ready. - Everyone is work ready. - Everyone is life ready.	- A culture where: - Everyone feels safe. - Everyone feels supported. - Everyone feels valued.	- A culture where: - Everyone is considered. - Everyone is included. - Everyone is developed.
Curriculum Framework & Overviews	Teaching & Learning Framework	Assessment Framework	Praise & Rewards	Role of the Form Tutor	SEND & Wellbeing	Character Education	Student Voice & Votes for School	Enrichment beyond the Curriculum	Governance	Workload	Staff CPD
QoE Review Process	CPD to RAISE standards	Accountability Measures	Clear, consistent graduated consequences	Recognise, Report, Record & Refer	Personalised Provision	Citizenship & RSHE	Supporting Local, National & International Causes	Student Ambassadors & Leadership	Policy & Practice	Robust Safeguarding Practice	Communication & Engagement
National Curriculum & Exam Specifications	Evidence-based Pedagogy	Data-driven Practice	Character in the Classroom	Restorative Conversations	Student Engagement	Cultural Literacy, Diversity & Equality	Student Council & Democracy in action	Careers & Enterprise	Finance	Wellbeing: Staff/students	Inclusive Practice

DRIVERS

Aspiration		Independence	Resilience	Core Values	Pride	Respect	Kindness	
Having High Expectations of Yourself		Taking Responsibility For Your Learning		Character in the Classroom	Having a Growth Mindset			Taking Ownership of Your Learning
Democracy 	The Rule of Law 		British Values		Individual Liberty 		Mutual Respect and Tolerance 	

BEHAVIOURS

Core Values

 ASPIRATION We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.	 PRIDE We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.	 RESILIENCE We never give up. We face challenges with confidence and respond positively to feedback.	 RESPECT We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.
 INDEPENDANCE We take responsibility for our success. We take control of our future.	 KINDNESS We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.		

Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.

Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Please visit: <https://horizoncc.co.uk/safeguarding/>

Vacancy Details

Role:	Learning Support Assistant
Salary:	Grade 3 - £25,583 to £25,989 (Actual salary £17,771 - £18,053)
Hours Per Week:	30
Type:	Permanent, term time only plus 2 INSET days
Closing Date:	Tuesday 1 September 2026 at 12 noon

We would like to present you with the unique opportunity to play a key role in shaping the provision of secondary education and lifelong learning opportunities within our dedicated Learning Support Team.

We are looking to further improve the support we offer to our students and wish to appoint a Learning Support Assistant to provide support both in and out of the classroom across all curriculum areas but especially in Maths and English. This role provides a unique opportunity for someone who is either looking for a new challenge or wanting to develop their expertise and potential with young people further.

The successful applicant will have:

- A good standard of education in English and Maths, with 4 GCSE grades 9 to 4 (A* to C)
- The ability to work collaboratively with teaching staff to improve student outcomes
- Excellent interpersonal skills with the ability to listen, support and encourage learning.

If you have the passion to contribute positively to our ethos and have the drive to make a difference for our students and their families, then we would like to hear from you. Daily start and finish times to be discussed.

Horizon Community College is a member of HCAT and we work closely with Tykes Teaching Alliance. Our support staff have access to a wide range of continuous professional development opportunities internally. You would also have the opportunity to apply for the Level 3 Teaching Assistant Apprenticeship.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

Horizon Community College reserve the right to close this advert prior to the closing date above.

Job Description

JOB TITLE: Learning Support Assistant

GRADE: 3

RESPONSIBLE TO: Additional Needs Coordinator

EMPLOYEE SUPERVISION: None

Purpose of Post:

Supported by the classroom teacher and SEND leadership team, the post holder will be required to maintain the learning environment, assist with supporting student learning needs and the planning and delivery of learning activities. The post holder will also have some responsibility for basic administrative tasks.

Key Areas:

- Support for students to assist in accessing the curriculum, their personal development and general wellbeing assistance as required and as appropriate.
- Support for teachers in delivering the learning and within the classroom setting to manage students and their work.
- Support for the curriculum ensuring that the tools for delivery are appropriate, monitored and looked after.
- Support for the school and its overall strategy and ethos linked to the SEND agenda.

Duties and Responsibilities:

Support for Students

- Promote the inclusion and acceptance of all students
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs
- Work with the teacher to facilitate student interaction and engagement in activities
- Facilitate student independence through strategic use of support strategies
- Establish and maintain positive learning environments which support student safety and access to learning
- Adapt structured and agreed teaching programmes providing support to individuals and small groups of students in line with the outcomes identified by the SEND leadership team
- Supervise and support students ensuring their safety and access to learning
- Support students with personal care and toileting where appropriate (appropriate training will be provided)

Support for the Teacher

- Maintain an up-to-date knowledge of student outcomes and the strategies being used to support these
- Work with the class teacher to ensure effective implementation of EHCPs to provide a supportive learning environment where needs are met
- Monitor and evaluate student performance against predetermined learning outcomes, providing regular feedback to the class teacher and team leader in order to evaluate learning, understanding and skill competency. This may include administering and marking routine tests under the guidance of the class teacher.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate

- Prepare the classroom as directed for lessons and clear afterwards
- Ensure the maintenance of a clean and orderly working environment
- Assist, where appropriate, with the display of students work
- Undertake student record keeping as requested and other basic record keeping
- Provide clerical/administrative support e.g. photocopying, typing, filing, collecting/recording money etc
- Prepare routine equipment/resources/materials as set out in instructions in a timely and accurate manner

Support for the Curriculum

- Support students to understand instructions
- Support students in respect of local and national learning strategies, e.g. literacy, numeracy, KS3, KS4, as directed by the teacher
- Support students in using basic ICT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist students in their use
- Monitor and arrange orderly and secure storage of supplies
- Operation of equipment in accordance with instructions
- Maintenance of equipment, checking for quality/safety etc
- Undertake simple repairs and report other damages.

Support for the School

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, e.g. clubs, extra curriculum activities
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- Support with examinations as required

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/ Desirable)
Relevant Experience	Experience of planning, delivering and monitoring intervention programs.	Application form/interview	Essential
	Experience of personal care support	Application form/interview	Desirable
Education and Training Attainments	4 GCSEs Grade A* to C or equivalent (including English and Maths)	Application form/interview	Essential
	Level 3 qualification	Application form/interview	Desirable
General and Special Knowledge	Safeguarding and promotion of the welfare of children and young people.	Application form/interview	Essential
	In depth knowledge of SEND within an educational setting	Application form/interview	Essential
Skills and Abilities	Excellent literacy and numeracy skills	Application form/interview	Essential
	Good IT skills - Microsoft, Teams, Word etc	Application form/interview	Essential
	Professional attitude and approach	Application form/interview	Essential
	Good communication skills	Application form/interview	Essential
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	Application form/interview	Essential



Additional Factors	A willingness to take part in training and development opportunities as required.	Application form/interview	Essential
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The Application Process

Please read the Guidance Notes for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

This is an exciting and rewarding role and we look forward to receiving your application.

For more information about working at Horizon and the fantastic benefits we offer our staff please visit www.horizoncc.co.uk.

Should you wish to discuss the role further please contact us on 01226 704230.