



# KINGSBURY HIGH SCHOOL

## *Spectemur Agendo*



## LEARNING SUPPORT ASSISTANT

### Candidate Information Pack

## FEBRUARY 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



Alex Thomas, **Headteacher**

the UN Rights Respecting School Award reflecting our commitment to children and young people. Student leadership is an important feature 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.

## Follow us



<https://www.kingsburyhigh.org.uk/>



@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

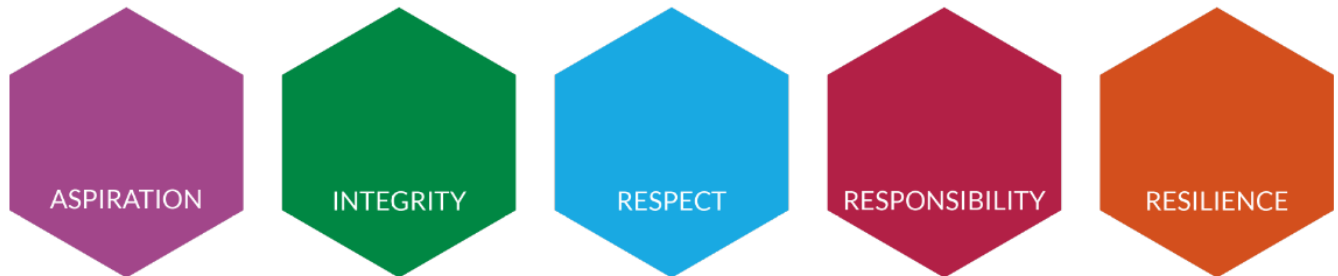
**Support**—A coaching programme supports teacher development; Education Support (EAP) is available for all; and training for leaders on wellbeing and mental health (via MIND) is provided

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

# Job Description: Learning Support Assistant

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

## JOB PURPOSE

- **Targeted Support & Intervention:** To implement and monitor high-quality support and intervention programmes for pupils with SEND, working under the strategic direction of the **SENCO** to ensure progress against specific outcomes.
- **Facilitating Inclusive Access:** To remove barriers to learning and facilitate full participation for pupils, assisting the Class Teacher in managing the requirements of pupils on **SEN Support (K)** and those with **Education, Health and Care Plans (E)**.
- **The Graduated Approach:** To contribute to the **Assess, Plan, Do, Review** cycle by providing detailed feedback on pupil progress, helping to refine individualised learning pathways.
- **Meeting Diverse Needs:** To deliver tailored support across the four broad areas of need: *Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health*, and *Sensory and/or Physical needs*, including support for pupils with **EAL (English as an Additional Language)**.
- **Intervention Delivery:** To independently prepare and deliver evidence-based small group or 1:1 intervention, adapting resources and environments to meet the specific sensory or cognitive profiles of identified pupils.
- **Collaborative Practice:** To work collaboratively with teachers, parents, and external professionals, upholding the school's ethos and ensuring a "whole-school approach" to inclusion as outlined in the **SEND Code of Practice**.

## KEY DUTIES AND RESPONSIBILITIES

### Holistic Pupil Support & Welfare

- **Personal Care & Physical Support:** Attend to the personal needs of pupils by implementing individualised programmes related to **social, health, physical wellbeing, and first-aid**. This includes providing dedicated physical assistance to pupils with limited mobility—specifically the **safe manual handling and pushing of wheelchairs** and the proficient use of **walkers**—ensuring that pupil dignity, safety, and independence are maintained at all times
- **Safety & Inclusion:** Supervise and support pupils to ensure their safety and equitable access to all learning activities, consistently promoting the inclusion and acceptance of all learners within the classroom.
- **Wellbeing & Interaction:** Act as a positive role model to build professional relationships; encourage pupils to interact socially and engage in collaborative activities to support their **Social, Emotional and Mental Health (SEMH)** needs.

### Teaching, Learning & Curriculum Support

- **Curriculum Scaffolding:** Support pupils in understanding instructions and navigating local and national learning strategies (Literacy/Numeracy) across **Key Stage 3 and Key Stage 4**, adapting materials to suit their specific learning profile.
- **Pedagogical Preparation:** Liaise proactively with subject teachers to familiarise yourself with **Schemes of Work (SOW)** and lesson plans, ensuring you are prepared to differentiate support for pupils on **SEN Support (K)** or with **EHC Plans (E)**.
- **Resource Management:** Prepare and maintain specialist equipment and ICT resources, assisting pupils in their use to bypass barriers to learning (e.g., using assistive technology or sensory tools).

### Monitoring, Recording & Assessment

- **The Graduated Approach:** Contribute to the **Assess, Plan, Do, Review** cycle by maintaining accurate daily records of in-class support and targeted interventions using school software (e.g., ClassCharts, Provision Map).
- **Statutory Documentation:** Assist the SENCO in drafting and reviewing **Student Passports** and **Individual Education Plans (IEPs)**, providing evidence of pupil progress, problems, and achievements.
- **Reporting:** Gather and communicate relevant information to parents, carers, and the SENCO to ensure a joined-up approach to the pupil's development.

### Classroom & Behaviour Management

- **Behaviour for Learning:** Support teachers in managing pupil behaviour by implementing the school's behaviour policy, identifying triggers, and reporting incidents or conflicts through the appropriate formal channels.
- **Environment Maintenance:** Prepare the learning environment as directed, ensuring the classroom is tidy and that pupil work is displayed to celebrate achievement and foster a sense of belonging.

## School Community & Extra-Curricular

- **Extended Supervision:** Assist with the supervision of pupils outside of formal lesson times, including break, lunchtimes, and before/after school duties.
- **Off-site Support:** Accompany staff and pupils on educational visits and school trips, ensuring the specific needs of SEND pupils are met in non-classroom settings.

## 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

## 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](mailto: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

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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](mailto:khsvacancies@kingsburyhigh.org.uk)

Phone: 020 8206 3000

