



COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL

**GREENSHAW
HIGH SCHOOL**



Proud to be part of the

GREENSHAW
LEARNING TRUST

RECRUITMENT PACK

Greenshaw High School,
Grennell Road,
Sutton,
Surrey SM1 3DY

Telephone: 020 8715 1001

Email: info@greenshaw.co.uk



Dear Candidate,

Welcome to our school and thank you for taking an interest in joining Greenshaw High School. We are the highly popular founder school in a thriving multi academy trust. We are immensely proud of our great community and look forward to welcoming you, should you wish to be part of our special family of staff and students..

Greenshaw High School is a highly over-subscribed 11 to 19 mixed comprehensive secondary school situated in Sutton, South West London. We currently have around 1,960 students on roll, with staff providing teaching, pastoral care and many other support activities across the school. We have a very diverse population of students, meaning that this school offers a fully comprehensive range of opportunities for colleagues who work here.

We are fortunate to be a highly popular school with a long standing and trusted record for excellent education. This was endorsed in our most recent Ofsted report (October 2024) that judged four areas of our school's performance to be 'Outstanding'. We believe this comes from our ambition to achieve two different educational targets.

The first is striving for all of our students to achieve **high outcomes** - we have been in the top 10% of all schools for progress at GCSE in two of the last three years. We have also enabled over 60 students each year to achieve a place at a Russell Group university. We are particularly proud that the progress of our disadvantaged students is also in the top 10% nationally at GCSE, and that we are one of the most respected schools for the education of SEND students in Sutton.

The second ambition is to do all we can to create a culture of **high welfare**. We prize the dignity of all members of our community, greeting our pupils at the gate when they arrive at school, as they enter each classroom and around school. We encourage, and model, high quality social interaction throughout the school day so that our pupils are naturally welcoming and interested in others. Alongside our care for pupils we also have absolute regard for the workload of all colleagues, those that teach and those that are non-pupil facing, with a culture of warmth and support. I am very proud that our Ofsted report, while grading 'Behaviour and Attitudes' as outstanding also used the adjective 'friendly'.

These are very exciting times for our school. We are into an amazing building project that will see two thirds of the school rebuilt, totally upgrading the day to day experience for our pupils and staff. While we work tirelessly to maintain the fabric of the existing buildings, and the decor within them, I am very excited about our students

being able to learn in brand new science labs, drama studios, and art facilities supported by a twenty first century learning resource centre.

Joining Greenshaw represents an excellent professional opportunity. You would be joining a staff group, teaching and non-teaching, who are totally committed. Our Research School status means we have access to the most recent findings about educational effectiveness, and we run a rich training programme for all colleagues.

We are at the heart of the Greenshaw Learning Trust, a multi academy trust with very strong outcomes for our children across primary and secondary phases, spread over nine local authorities in southern England. This means we are also very well connected to subject leads, professional support and wider networks. As a group each school is focused on developing our own excellence, as well as committing to the successes of our other partner schools.

I know that there is often a relatively tight window for applications but we always welcome visits prior to making an application. In addition, our school website is very detailed and offers much information about the school. If you would like to arrange a visit, or talk over the phone or online, do please contact the school's HR team at hr@greenshaw.co.uk.

Greenshaw High School is committed to safeguarding and promoting the welfare of children and young people, therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

If our vision for education is one you share then please do read on. We are ambitious about promoting excellence, life changing opportunities and inclusion. I very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification. We encourage applications from all candidates who would like to play their part in our work to continue the development further of our successful school.

I look forward to welcoming you in person at Greenshaw High School very soon



Yours sincerely

Nick House, Headteacher

TERMS AND CONDITIONS

CONTRACT

- Fixed Term (2 years until August 2028, subject to review thereafter based on pupil funding and operational requirements)

SALARY

- Salary calculated in line with NJC Outer London pay scale, 1c/3 points 5-6, £30,408.00 - £30,843.00 per annum (£23,673.73 - £24,012.39 per annum pro-rated). Starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder.

HOURS OF WORK

- 32.50 hours per week
- Term time plus 5 INSET days
- Typical working pattern: Monday to Friday 8:15am to 3:15pm
- The above hours will include a daily unpaid break of 30 minutes
- Flexibility and the ability to work outside of the normal working hours may be required

PLACE OF WORK

- Greenshaw High School, Grennell Road, Sutton, Surrey SM1 4DY.

PENSION SCHEME

- Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: <https://www.lgpsmember.org>

HOLIDAY ENTITLEMENT

- The postholder will be paid an enhancement for holiday pay, which is included in the salary details above.

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Learning Support Assistant (Fixed Term)
Responsible to:	Inclusion Coordinator

ROLE OVERVIEW

We are looking for a Learning Support Assistant to join our committed Inclusion Department. The successful candidate will motivate, challenge, support and inspire our students. They must also have relevant experience in a similar role with a proven track record.

This is an excellent opportunity for highly motivated and committed individuals to join Greenshaw High School as a Learning Support Assistant. The successful candidate will strategically support the learning and development of students with special educational needs and disabilities (SEND), in collaboration with class teachers. The primary aim of this role is to foster student independence, facilitate their full access to high-quality, inclusive classrooms and contribute to their academic progress and social development. The role involves scaffolding learning, promoting self-regulation and equipping students with the skills to become increasingly autonomous learners.

MAIN DUTIES AND RESPONSIBILITIES

Supporting learning and fostering independence

- Working under the direction of the class teacher to strategically scaffold learning for identified students, providing targeted support that enables them to access, engage with, and progress through the curriculum.
- Gradually withdrawing support as students demonstrate increasing competence, empowering them to attempt tasks independently.
- Supporting students in navigating the classroom environment independently, including accessing resources and contributing to partner talk and/or whole-class discussions.
- Promoting positive interactions with peers, encouraging collaborative learning and reducing reliance on adult intervention.
- Guiding students in the effective use of assistive technology as an independence-enhancing tool, where required.
- Actively encouraging students to develop their own learning strategies and become self-sufficient.
- Reinforcing and developing specific cognition and learning, or social-emotional skills in identified students through planned support, guided by the SENCO/Deputy SENCO, and contributing to progress monitoring.

Understanding and responding to individual needs

- Developing a comprehensive understanding of the specific learning needs, strengths, and barriers to individual students with SEND, including those related to Speech, Language and Communication Needs (SLCN), Autism, ADHD, specific learning difficulties, and/or physical needs.
- Adapting support strategies flexibly and appropriately to meet the diverse and evolving needs of students, ensuring an inclusive learning environment for all.
- Actively championing the inclusion and acceptance of all students within the school community, challenging stereotypes and fostering a supportive atmosphere.
- Establishing and maintaining strong, respectful relationships with students, acting as a consistent and positive role model.

Collaboration, communication and professional growth

- Providing flexible and adaptable support across Key Stage 3 and 4 to cover LSA absence, which may include supporting individual students or shared classroom support as directed by the Inclusion Coordinator.
- Working closely with other LSAs, particularly those providing 1:1 support, to develop a comprehensive understanding of individual student needs and the bespoke strategies, resources, and routines that best support them.
- Contributing to the review and planning of student provision by providing observations and insights into students' learning, independence, and social-emotional development.
- Working in conjunction with class teachers and school behaviour policies to support positive behaviour for learning, promote self-regulation, and respond appropriately to any behaviours that challenge, including using Management Information Systems to document concerns.
- Assisting class teachers in the preparation and distribution of learning resources, ensuring they are accessible and enhance student engagement .
- Proactively engaging in professional growth relevant to support pupils with SEND, including attending INSET days, school-based training and external courses.
- Keeping abreast of current best practices in SEND support, particularly those aimed at supplementing high quality teaching and promoting independence .

Support in exams and assessments

- Providing support for students with approved access arrangements during internal and external examinations and assessments. This may include acting as a reader, scribe, or practical assistant; providing supervised rest breaks; facilitating the use of assistive technology or adapted equipment; ensuring an appropriate and compliant environment for examinations.
- Where appropriate and within regulatory guidelines, guiding students to develop strategies for managing exam conditions and accessing materials independently, reducing reliance on LSA support where possible.
- Assisting students in understanding exam conditions, focusing on building their confidence and reducing anxiety.

Delivering intervention sessions to key students

- Delivering small group targeted sessions to identified students, as directed by the Director of Inclusion & SENCO.
- Maintaining accurate and confidential records of sessions, noting key discussions, strategies explored, and student progress.
- Reporting safeguarding concerns or disclosures to the Safeguarding team promptly.
- Actively participating in regular supervision sessions led by specialist colleagues to ensure the effectiveness of targeted interventions, reflect on practice, and continued professional development.

General Responsibilities

- Being responsible for keeping up to date with the requirements of the role, by attending appropriate INSET and meetings, participating in training and other learning activities and keeping abreast of changes in legislation;
- Being aware of and comply with policies and procedures relating to child protection, equal opportunities and race equality, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person;
- Undertaking any other duties commensurate with the post as may be required by the SENCo or Headteacher.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons.
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Education, qualifications and training		
Educated to at least A-level standard (or equivalent)	x	
Educated to at least GCSE grade C standard (or equivalent) in English and Mathematics	x	
Willingness to undertake induction and ongoing training	x	
Educated to degree level		x
Hold qualifications ensuring that support can be provided in a specific GCSE subject to at least a B grade		x
Experience and knowledge		
Previous experience of working successfully as part of a team	x	
Practical experience of word processing, excel, e-mail and other office electronic applications	x	
Previous experience of working in an educational setting, ideally a secondary school		x
Previous experience of working with children with special educational needs		x
Previous experience or training in SEN		x
Aptitude and skills		
Ability to engage and motivate students who may present in a challenging manner, and to remain professional when facing emotive and distressing difficulties	x	
Ability to support the delivery of a broad and balanced curriculum programme	x	
Ability to keep records and write reports on student development	x	
Ability to work flexibly to support others and respond to unplanned situations	x	
Ability to work independently and show initiative	x	
Ability to work under pressure, prioritise, multi-task and work to strict timelines	x	
Excellent organisational skills	x	
Efficient, accurate and excellent attention to detail	x	
Excellent IT skills e.g. Word, Excel	x	

Excellent verbal and written communication skills, and the ability to communicate with colleagues, students, parents and other visitors in a professional manner	x	
Ability to work constructively as part of the Inclusion department and build and form good relationships with colleagues	x	
High standard of literacy and numeracy	x	
Committed to the safeguarding of children	x	
Additional requirements		
Knowledge and understanding of the education sector, a desire to work in a comprehensive school, and a willingness to contribute to various aspects of school life	x	
Desire to work with young people and to support their education and achievements	x	
Commitment to improving the life chances of young people and motivated by a desire to provide high standards of service delivery	x	
Sensitivity to the range of needs and difficulties that young people experience	x	
Able to appropriately deal with confidential information	x	
Desire to enhance and develop skills and knowledge through CPD	x	
Demonstrate a commitment to safeguarding and the highest standards of child protection	x	
Recognition of the importance of personal responsibility for Health and Safety	x	
Commitment to the school's ethos, aims and its whole community	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on 13/9/2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held shortly after the closing date. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post as soon as possible.



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