



The Langley Academy Secondary **Slough, Berkshire**

Learning Support Assistant (LSA)



Contents

Thank you for your interest
in the LSA post at The
Langley Academy Secondary

This pack contains:

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- The job description and person specification

We hope that you find the pack informative and useful. If you do have any further questions, then please contact The Arbib Education Trust via the details below:

Tara Mackay

tara.mackay@langleyacademy.org

01753 214468

If you wish to visit the academy prior to application then please contact Tara Mackay
tara.mackay@langleyacademy.org

You can also visit our Trust website at
www.arbib.educationtrust.org

Please take the time to review our Child Protection Policy:
[http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy\(TLAT\)\(February2017\).pdf](http://www.langleyacademytrust.org/documents/policies/trust/ChildProtectionPolicy(TLAT)(February2017).pdf)

Dear Applicant

Thank you for your interest in The Langley Academy and the LSA post. This is an exciting opportunity to join our very vibrant school community and work in a beautiful setting.

We are looking for someone who is highly committed, motivated, and resilient with a clear vision for the role. We need an individual who will contribute to the Academy's vision for the future, playing a pivotal role in going the extra mile to ensure that all students and staff achieve their very best.

At the Academy, we believe that students come to school to learn and achieve in order to live full and enriching lives. We want to empower them to contribute positively to their family, the community and the wider world. The staff, governors and trustees work hard together, along with parents and carers, to ensure that each of our students leave with a set of results of which they can be proud.

We place a strong emphasis on developing students' confidence through opportunities in and beyond the classroom so that they can develop their personal and academic interests. Teachers and support staff seek to meet the needs of all within a rich and balanced curriculum, underpinned by our strapline of Curiosity, Exploration and Discovery. In return, we expect all students to be fully prepared and active participants in their learning. An agreed and established set of ground rules based on respect allows everyone to get the best from lessons, activities and unstructured time.

We also believe in lifelong learning and dedicate time and resources to ensure high quality professional development is available to all. The staff are very enthusiastic and would warmly welcome all teachers with a passion for learning. Please come and visit the academy to truly understand what we are aiming to achieve and whether you would like to be a part of our journey.

Yours sincerely

A handwritten signature in black ink, appearing to read 'alison lusuardi', written in a cursive style.

Alison Lusuardi
Headteacher of The Langley Academy

Dear applicant

I am delighted that you are showing an interest in the LSA position here at The Arbib Education Trust. I want to set out the reasons why we think it is so exciting. The Multi-Academy Trust (MAT) encompasses The Langley Academy Secondary, The Langley Academy Primary and The Langley Heritage Primary. Our vision is to ensure we provide an outstanding education for every child in the Trust through high aspirations and quality learning through curiosity, exploration and discovery. By 2021, when The Langley Academy Primary has a full complement of year groups, we will have approximately 2,500 students and 350 staff working in the Trust.

We are looking for someone who wishes to be part of this vision. The Trust is in its fifth year and therefore very much still in its infancy and the continued development of an appropriate infrastructure is vital if we are to meet our strategic objectives. The post holder for this position will provide robust, reflective, informed and high-quality support to ensure we provide an outstanding education for every child across our Trust.

As a Trust we are always looking to maximise opportunities to support every child in the Trust and part of that strategy is to consider MAT growth. It may well be that we do grow as a Trust and this role would have every opportunity to develop alongside that growth which we believe is very exciting. We would be able to discuss this further at interview.

Both Primaries will be the main feeder schools with right of entry as part of the admissions policy. This means that the curriculum, assessment and pedagogy will be developed as a Trust to ensure our young people make rapid progress throughout.

One of the greatest qualities of the Trust is the Sponsors. Having worked with them since my appointment as Principal of The Langley Academy in April 2012, I cannot praise them highly enough. Annabel Nicoll as the Sponsor has boundless energy and enthusiasm all directed at giving youngsters a better life. As a result of her work, students here have quite simply been afforded opportunities that many young people elsewhere in the country just would not get. The successful applicant will be able to draw on this support and networking opportunity to develop their own career and importantly contribute towards bettering education for the young people across the Trust.

We are aspirational and want to be the best MAT in the country with each school rated outstanding as soon as possible. We believe the economies of scale, the cross-phase opportunities for students and staff development, the ability to respond to each other's needs quickly and the 'can do' approach to everything we do, will make the working environment extremely exciting. Please apply if you understand what we are trying to achieve and you would like to be a part of our journey.

Yours sincerely



Rhodri Bryant
Executive Principal

About the Sponsor and the Trust

The Annabel Arbib Foundation is a registered charity (number 296358) that supports the philanthropy of Sir Martyn Arbib and his daughter Annabel Nicoll. Sir Martyn set up the Henley-on-Thames based Perpetual Investment business in 1974 and established the Arbib Foundation in 1987. The Foundation has provided charitable donations and financial support to organisations and causes around the UK, with a focus on the Thames Valley. Sir Martyn Arbib, and the Foundation, took a leading role in establishing the River & Rowing Museum in Henley-on-Thames that opened in 1998 and attracts over 100,000 visitors per year. The Annabel Arbib Foundation continues to be the main sponsor of the educational side of the museum.

The principal beneficiary of the Annabel Arbib Foundation is The Langley Academy Trust in Slough. The Annabel Arbib Foundation is the sponsor of The Langley Academy Trust, which comprises The Langley Academy, The Langley Heritage Primary and The Langley Academy Primary. Annabel Nicoll is Sponsor at The Arbib Education Trust.

In 2015 Sir Martyn Arbib retired as Chairman of The Arbib Foundation and his daughter Annabel took up the Chair and uses the Foundation, which has been renamed The Annabel Arbib Foundation, to support her own philanthropy continuing the focus on The Arbib Education Trust.

The Arbib Education Trust is a unique Trust that serves the young people of Langley, Slough and further afield. Our Trustees are a Board of interesting and experienced professionals who bring energy, enthusiasm and wisdom to their role. They share the ambitions of the Trust senior leaders to achieve the best possible outcomes for all children and students within the Trust.

The Langley Academy Primary is a three-form entry Free-School, sponsored by The Langley Academy Trust. It opened in September 2015 with 90 very excited Reception children and parents; the intake will grow year on year until it reaches capacity of 630 children in September 2021.

The Trust's strong vision, high aspirations and determination to succeed in providing an outstanding education for children in the community are clearly evident throughout The Langley Academy Primary's positive learning environment. Our supportive ethos, child-centred approach, rich curriculum based on first-hand experiences have ensured children are confident, independent learners, displaying Curiosity, Exploration and Discovery.

Although still in our early days, we have received very positive feedback from a DfE monitoring visit and the Local Authority Early Years Team. The visits confirmed the Trust's review of the school and highlighted that the likely judgment in any future Ofsted inspection would be outstanding. This was shown to be accurate, when, during our first Ofsted inspection in July 2018, we achieved an outstanding judgement:

"There are four key factors that contribute towards making teaching outstanding at this school. Firstly, teachers know every pupil well as an individual. Secondly, teachers have the very highest expectations of what can be achieved. Thirdly, teachers understand how young pupils learn best and, finally, teachers have excellent subject knowledge."

Throughout our growth period, under the guidance of The Trust and by working closely with Parlaunt Park Primary Academy, The Langley Academy Primary looks forward to shaping a new 21st Century Educational Experience.

The Langley Heritage Primary was a popular school with recently modernised buildings that converted to a sponsored Academy within The Langley Academy Trust in September 2014.

The Langley Heritage Primary caters for children between the ages of 3 and 11 years. The school was originally built in 1952 as a separate Infant and Junior School. The two schools were amalgamated in 1987 under one Headteacher. Major works were undertaken to enlarge its buildings following an expansion to a three- form entry school in 2009. The school has 635 children on roll plus a part time 39 fte Nursery provision.

The pupils come from diverse ethnic backgrounds which is typical for Slough, with the major groups being White British, Indian and Pakistani. There are smaller proportions of pupils from a wide range of other minority ethnic groups including Eastern European as well as a small group of Traveller children. The proportion of pupils with learning difficulties and/or disabilities is average. Just over a third of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. There is a breakfast and an after-school club.

Every child who attends The Langley Heritage Primary is viewed as unique and treated as such. Children are encouraged to become independent thinkers with a love for life and learning Their enthusiasm is stimulated by dedicated staff members who share the ambitions of The Langley Academy Trust to motivate the pupils to be inquisitive and thoughtful learners who will go on to success at Secondary School and beyond.

The Langley Heritage Primary has developed holistically since it joined the Trust in September 2014. The curriculum has been honed to reflect the learning needs of the children and the strengths of the staff. The wider curriculum is under review with both The Langley Academy Primary and Parlaunt Park Primary Academy embarking on an exciting journey over the next six years to map a new Primary curriculum and educational direction for the children encompassing first hand experiences, based on a thematic approach to learning and linked to visits and journeys and encompassing Museum Learning.

The Langley Academy Secondary is housed in an iconic building, it specialises in Science, pioneers the use of museum learning and aims to become a centre of excellence for sports, notably rowing and cricket. We have won our first rowing competition on the water and we have several National and European indoor champions. We are the only state school that runs an MCC Foundation Hub to spot cricket talent in Slough. At the heart of our vision, The Langley Academy aims for the highest achievement for all and to provide a welcoming, imaginative and creative environment which enriches the lives of all involved. You will see this in our building. We aspire to instil traditional values and promote respect for other beliefs. The Academy strives to be at the forefront of Science education and has developed links with national and regional museums to add an external dimension to learning. We are proud of what we and our students have achieved and we are confident that we will continue to achieve high standards for all our students and our local community.

In our most recent Ofsted inspection, in November 2017, we were rated as good and improving. Highlights from the report include:

“Governors and leaders actively promote the vision through fostering a shared love of learning together with high aspirations for all pupils.”

As one parent commented: 'My son and daughter have both made spectacular progress under the guidance of passionate teachers ...The leadership team, along with the staff, are an absolute asset to the school community and in helping shape the next generation of learners.'

'Morale is high and staff recognise that the school is improving. Pupils and sixth formers confidently welcome visitors and are proud to share their work and enjoy working with their teachers. There is a sense of pride, both in The Langley Academy and in the outcomes pupils achieve, that is shared between staff, governors, trustees and pupils.'

Our results are strong. At Key stage 4 we achieved 63% good passes (4+) in English and Maths with a Progress 8 score of +.23. KS5 results dipped last year but we anticipate a return to previous high standards this summer. A growing number of our leavers move on to university and we were very proud to have our first student take a place at Oxford this academic year. You will be able to find out more about our results and trends if you are invited to interview.

Benefits of working across the Trust:

- We have a Wellbeing Group who meet on a regular basis. The group consists of teaching and non-teaching staff. Staff Wellbeing is very important to us.
- Access to a wide range of discounts and savings through a partnership with Sodexo. This entitles you to discounts available at cinemas, days out, holidays, 6 major supermarkets, 100+ high street chains, DIY stores, 26 restaurant chains and 42 entertainment venues. You will have access to instant offers, reloadable cards and e-vouchers.
- Benenden healthcare at a reduced rate with a Trust contribution. This complements the NHS by offering you speedy access to private healthcare when you're facing a wait. If waiting lists are over three weeks for diagnostic tests or five weeks for treatment/surgery then you have access to private facilities. There is also 24/7 GP access over the telephone and through eConsultations.
- A subsidised Christmas Party is offered to all staff across the Trust.
- Flu vaccinations are offered every autumn to all staff across the Trust.
- A very strong Behaviour for Learning Policy in place supports staff. Poor behaviour is not tolerated.
- We have a generous Staff Absence Policy that reflects strong staff attendance and a can-do attitude.
- Enhanced sick pay arrangements.
- Free car parking.
- Working in a very modern environment.
- Lunch provided for staff on INSET days.
- School place for your child with 2 years' service within the Trust
- Access to a weekly CPD programme that includes various Leadership programmes e.g. Across the Trust, NPQH, NPQSL, NPQML
- PPA periods are on timetables and cannot be used for cover purposes.
- We have Cover Supervisors reducing the amount of cover required by teachers.
- A generous contribution is made towards pensions.
- Access to regular CPD including NVQ
- Membership to local government pension scheme

The Langley Academy

Learning Support Assistant

Job Description

Salary/Grade

Level 1 and 2

Purpose of the job

To provide learning support for students with special educational needs, emotional and/or behavioural difficulties, either individually or in groups or classes.

Reporting to

SENCO/Head of Hearing Resource base/ Nurture Group Teacher/HLTAs

KEY FUNCTIONS

- To support students who require additional help with their learning and behaviour, either one-to-one or in small groups
- To provide support for teachers during lessons
- Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- support students with their learning and behaviour, including students with special educational needs and/or students with behavioural and/or emotional difficulties
- develop an understanding of the specific needs of students taking into account the type of teaching and learning support involved and the requirements of the IEP, ensuring that the advice is carried out
- build and maintain successful relationships with students, treating them consistently, with respect and consideration
- communicate effectively and sensitively with students to support their learning
- help develop students' study and organisational skills
- help keep students on task and help to build motivation
- promote and support the inclusion of all students in the learning activities in which they are involved
- use behaviour management strategies in line with the Academy's policy and procedures;

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- recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures
 - give positive support to students to enable them to become independent learners within their own ability
 - assist students with physical needs and look after students who are sick or upset as required
 - prepare for, attend and contribute to IEP, PSP, SEN and other review meetings if required by the SENCO/Head of Hearing Resource base/ Nurture group team and where appropriate, disseminate information to other LSAs
 - prepare reports for and attend annual reviews
 - provide information exchange about students' performance or other events regarding behaviour or learning
 - maintain and collate records of student needs and progress and assist in the writing of IEPs and PSPs
 - contact parents/guardians as appropriate by phone or by letter and use of the planner to report on behaviour and progress
 - have formal and informal meetings with teachers to contribute to planning lessons / activities
 - take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials
 - undertake learning activities with either individuals or small groups, ensuring their safety and facilitating their physical, emotional and educational development
 - support the teacher in implementing specific teaching programmes
 - prepare materials and resources for teachers including photocopying
 - work on differentiated activities with identified groups
 - supervise practical tasks
 - carry out structured classroom assessment/ observation and feedback outcomes
 - be involved in keeping records and evaluating identified students' progress
 - contact parents/guardians as appropriate by phone or by letter to report instances of poor behaviour and to ask parents to collect students if required
 - attend readmission and restorative conference interviews as required
 - work to support the Executive Principal and Head of School in the maintenance of good discipline and behaviour throughout the Academy
 - take a full part in the duty programme at breaks and lunchtimes
 - attend and participate in regular meetings and participate in training and other learning activities, as required
 - actively support and participate in the museum learning programme
 - participate in and support the performance management policy
 - be familiar with and to adhere to relevant parts of the Academy's Health & Safety policy
 - promote and safeguard the welfare of children and young people you are responsible for or come into contact with
 - be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
 - be aware of, support and ensure equal opportunities for all
 - contribute to the overall ethos/work/aims of the Academy
 - assist in the development of the Academy Strategic Plan and its review mechanism
 - undertake other tasks as reasonably required by the Executive Principal and Head teacher
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Job Description

Salary/Grade

Level 3

Purpose of the job

To provide learning support for students with special educational needs, emotional and/or behavioural difficulties, either singly or in groups or classes.

Reporting to

SENCO, HLTAs

KEY FUNCTIONS

- To support students who require additional help with their learning and behaviour, either one-to-one or in small groups
- To provide support for teachers during lessons
- Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- support students with their learning and behaviour, including students with special educational needs and/or students with behavioural and/or emotional difficulties
- develop an understanding of the specific needs of students taking into account the type of teaching and learning support involved and the requirements of the IEP, ensuring that the advice is carried out
- build and maintain successful relationships with students, treating them consistently, with respect and consideration
- communicate effectively and sensitively with students to support their learning
- help develop students' study and organisational skills
- help keep students on task and help to build motivation
- promote and support the inclusion of all students in the learning activities in which they are involved
- use behaviour management strategies in line with the Academy's policy and procedures;
- recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures
- give positive support to students to enable them to become independent learners within their own ability
- assist students with physical needs and look after students who are sick or upset as required
- prepare for, attend and contribute to IEP, PSP, SEN and other review meetings if required by the SENCO and where appropriate, disseminate information to other LSAs
- prepare reports for and attend annual reviews
- provide information exchange about students' performance or other events regarding behaviour or learning

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- maintain and collate records of student needs and progress and assist in the writing of IEPs and PSPs
 - contact parents/guardians as appropriate by phone or by letter and use of the planner to report on behaviour and progress
 - have formal and informal meetings with teachers to contribute to planning lessons / activities
 - take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials
 - undertake learning activities with either individuals or small groups, ensuring their safety and facilitating their physical, emotional and educational development
 - support the teacher in implementing specific teaching programmes
 - prepare materials and resources for teachers including photocopying
 - work on differentiated activities with identified groups
 - supervise practical tasks
 - carry out structured classroom assessment/ observation and feedback outcomes
 - be involved in keeping records and evaluating identified students' progress
 - contact parents/guardians as appropriate by phone or by letter to report instances of poor behaviour and to ask parents to collect students if required
 - attend readmission and restorative conference interviews as required
 - work to support the Principal in the maintenance of good discipline and behaviour throughout the Academy
 - take a full part in the duty programme at breaks and lunchtimes
 - attend and participate in regular meetings and participate in training and other learning activities, as required
 - actively support and participate in the museum learning programme
 - participate in and support the performance management policy
 - be familiar with and to adhere to relevant parts of the Academy's Health & Safety policy
 - promote and safeguard the welfare of children and young people you are responsible for or come into contact with
 - be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
 - be aware of, support and ensure equal opportunities for all
 - contribute to the overall ethos/work/aims of the Academy
 - assist in the development of the Academy Strategic Plan and its review mechanism
 - undertake other tasks as reasonably required by the Principal

Person Specification

Educational Qualifications	Essential	Desirable
Level 3 Learning Support Assistants will have a combination of experience in the role and <u>are likely</u> to hold a recognised TA qualification as shown below. They will be able to demonstrate the following:		
Relevant NVQ level 2 and training towards Level 3		✓
Participation in in-service training and development		✓
Appropriate qualifications/training include: Open College Network Certificate Specialist Teaching Assistant Certificate (STAC) Special Training in ELS/ALS Other appropriate accredited training Individuals are likely to be working towards assessment as an HLTA		✓
Safeguarding	Essential	Desirable
Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by; <ul style="list-style-type: none"> treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	✓ ✓ ✓ ✓ ✓	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	
Health and Safety	Essential	Desirable
Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy	✓	
Promote and safeguard the welfare of children and young people you are responsible for or come into contact with	✓	
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	✓	

How to apply:

Please complete the online application form which can be found at:
<https://langleyacademy.careers.eteach.com/>

If you have any queries about the role or would like to arrange a visit to the school, please don't hesitate to contact Tara Mackay, PA to Executive Principal and HR Assistant on 01753 214468 or email tara.mackay@langleyacademy.org.

References will be sought when we shortlist. Your application will be treated in the strictest confidence

The Arbib Foundation and The Langley Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to Funding Agreement and subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check. LAT is an equal opportunities employer.