



Dear Applicant

Thank you for showing an interest in the Learning Support Assistant (Specialist) post at Portchester Community School.

We are seeking to appoint an enthusiastic and motivated individual with excellent interpersonal and communication skills to join our highly respected Learning Support Department. The successful candidate must be capable of maintaining the highest professional standards and place the child at the centre of everything they do. If you match the description outlined above – then we would like to work with you.

As a school we invest heavily in support and training and have a commitment to individual professional development.

All of the information required for application is available through our school's website; please ensure all forms are completed as instructed.

Visits to the school are welcome as well as informal discussions via telephone to support and inform your application.

Once again, thank you for showing an interest in this post and I wish you every success in your application.

Yours faithfully

Mr R Carlyle
Headteacher

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to enhanced Disclosure and Barring Service checks along with other relevant employment checks.



Learning Support Assistant (Specialist)

Permanent

Part-time: 32.5 hours per week

Term-time only plus one week (40 weeks)

Grade B. Full time Equivalent Salary: £18,887 to £19,208 p.a.

Actual Salary: £14,554 to £14,801 p.a.

Start Date: September 2022

We are seeking a Learning Support Assistant to join a specialist team working with an individual child who is also supported by external agencies.

This is an excellent opportunity for an enthusiastic individual who is committed to ensuring that students are supported to enjoy learning and to achieve in line with National expectations.

A key element of this role is to use specialist skills to enable the student to access the curriculum. The successful candidates will therefore be ICT competent, have experience of working with assistive technology, or be willing to broaden their ICT knowledge to include Augmentative and Assistive Communication (AAC) and Assistive Technology.

All training for this post will be provided.

The postholder will also be responsible for fulfilling the safeguarding requirements of the role and adhering to the school's safeguarding policy.

Good communication and interpersonal skills are essential, as there will be a need to clarify and explain instructions clearly and build effective relationships.

Another aspect of the role will be to assist with the physical needs of the student including personal care and manual handling.

Relevant experience in a teaching, learning or child support working environment is desirable but not essential.

GCSE Grade C (or equivalent) in English and mathematics is essential.

We can offer:

A school that is moving towards outstanding.

A school with a calm and considered environment.

A school which students, staff and the community feel proud

Portchester Community School is a medium sized, forward-looking 11-16 Community School and enjoys a good reputation in the local community.

Within the school we also have a resourced provision for physically disabled students who are integrated fully into the life of the school, which brings a richness and variety to the curriculum

and adds to our extensive after school provision. We are proud of the way we address the needs of all of our students.

As a community school we also have a nursery and a pre-school.

The school also continues to pride itself on its caring ethos and has recently been awarded the National Gold Standard for its Social, Moral, Spiritual and Cultural work. Our community engagement work has been a powerful vehicle at the school for promoting positive relationships and cultural awareness. Many students have had exceptional opportunities to travel and engage in new and exciting experiences both in the UK and abroad.

If you would like to have an informal discussion or have any questions about the school or the role, please email our Deputy Headteacher, Mr Cousins, n.cousins@portchester.hants.sch.uk, or Mrs K Howell, SENCo, k.howell@portchester.hants.sch.uk

An Application Pack can be downloaded from our website at www.portchester.hants.sch.uk under the 'About Us' menu, or email: recruitment@portchester.hants.sch.uk

Please email your completed application to recruitment@portchester.hants.sch.uk or send to Portchester Community School, White Hart Lane, Portchester, Fareham, Hampshire, PO16 9BD, marked for the attention of Mrs Y Boxall, Personnel Services Leader. Please return the equalities monitoring form in line with the details shown on the form.

Applications will be considered on receipt and suitable candidates invited for interview. We reserve the right to withdraw the advertisement early if the vacancy is filled before the closing date.

Closing Date: Noon on Thursday 25 August 2022

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

We are an equal opportunities employer.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 because it is a post which involves working directly with children or young people. If shortlisted for interview you are therefore required to declare whether you have any criminal convictions (or cautions or bind-overs) including those which are 'spent'. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website:

<https://www.gov.uk/government/collections/dbs-filtering-guidance>

Portchester Community School, White Hart Lane, Portchester, Fareham, Hampshire, PO16 9BD.



APPLICATION GUIDE

Vacancy Details

Details of the terms and conditions of the post are included in the Vacancy Details document. This gives information about the post, grade and salary and underlines the school's commitment to safeguarding children and young people and to equality of opportunity for all. Details of the closing date for applications, interview date, interview panel and selection procedure are included. The employment checks undertaken for the successful candidate are also shown on this document.

Job Description

This gives an overview of the purpose of the post and outlines the main core duties and any specific duties. For a Support staff post, the Role profile describes the generic tasks of the post and may be supplemented with a Local List of Duties which specifies, at individual school level, the main duties of the role. The role profile also defines the necessary knowledge, skills and experience required at selection.

Person Specification

This outlines the qualifications, experience, skills and personal attributes which the successful candidate will need to possess. These elements are classified as either essential or desirable and are used as the basis for the shortlisting process. The person specification also outlines the basis by which other information collected as part of the recruitment and selection process will be assessed e.g. lesson/task observation, presentation, references.

The Application Form

Please ensure that you complete the relevant Hampshire County Council Teaching Staff or Support Staff application form, both of which can be downloaded from the school website at www.portchester.hants.sch.uk or the Hampshire County Council website. Please do not send a C.V. in place of the Hampshire application forms as this will not be accepted.

When completing your application form it is important to consider the Job Description/Role Profile and the Person Specification and include in your application evidence to demonstrate your skills and knowledge. Applicants should meet the essential criteria detailed in the Person Specification and it will be advantageous to demonstrate some of the desirable criteria.

Application Process

Once completed, please send your application form for the attention of Mrs Y Boxall, Personnel Services Leader, to arrive by the deadline specified in the advertisement and Vacancy Details information.

When received, we will hold your information securely, in line with our Data Protection policy and Privacy Notice for job applicants. Please refer to the Privacy Notice for Job Applicants available on our website.

Please remember to complete the Equalities Monitoring form which is included as part of the application pack and return it as detailed on the form. This information will enable the school to

monitor the effectiveness of its equality policy and ensure that all staff and applicants receive fair and equal treatment at all times.

As part of this policy, it is essential that we monitor the profile of our applicants in relation to gender, ethnic origin, disability, sexual orientation and age.

The information on this form will not be shared with the selection panel and will be used for statistical purposes only. It will not form any part of a record on you as an individual, unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

All application forms are logged on receipt and although we do not currently acknowledge receipt, we are more than happy for you to contact the school for confirmation that your application has been received. Again, please contact Mrs Boxall by email (recruitment@portchester.hants.sch.uk), or via the school on 023 92 364399.

The Short-listing Process

The interview panel will undertake the short-listing process and candidates will be assessed against the job description/role profile and the essential and desirable aspects of the person specification. Candidates selected for interview will be contacted by telephone or email. Candidates will be advised of any tasks or lessons they will be asked to undertake as part of the selection process.

Please be advised that if you have not been contacted within two weeks of the closing date, your application has been unsuccessful on this occasion.

The Interview Process

The interview panel for all teaching posts will comprise the Headteacher, Mr Richard Carlyle, a member of the Senior Leadership team, usually either the Deputy Headteacher or Assistant Headteacher, together with the Subject Leader for the relevant department. For Subject Leader posts, a school Governor may also be included in the interview panel.

The purpose of the interview is to assess the candidate's suitability for the post and give both the panel and the candidate an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information provided in your application form.

The interview will also assess the candidate's suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

Candidates will be asked the same core questions relating to the requirements of the post, however relevant supplementary questions may also be asked.

During the interview process notes will be taken.

References

It is our policy to approach both referees noted on the application form **prior to interview** for a reference. As stated on the application form one of your referees must be your present employer e.g. Headteacher.

Offers of Appointment

Appointments are subject to satisfactory completion of all relevant pre-employment checks including a Disclosure and Barring Service check and medical clearance from the Hampshire County Council Wellbeing unit.

Statement on Safer Recruitment

Statutory Guidance "Keeping Children Safe in Education", issued by the Department for Education, requires the school to have written recruitment policies and procedures in place to prevent people who pose a risk of harm from working with children.

The Governing Body recognise that promoting the welfare of children and young people is integral to the recruitment and selection process and essential to creating a safe environment for children and young people. The aims of the school's Recruitment Policy are therefore to: attract and appoint the highest calibre of applicants; undertake recruitment and selection activities in a fair and transparent way and to ensure safer recruitment guidelines are followed to deter, identify and reject applicants and volunteers who are unsuitable to work with children and young people.

In accordance with the School Staffing (England) Regulations 2009, at least one person on an appointment panel will have undertaken safer recruitment training.

The full Recruitment Policy is available on request to any member of staff and all prospective applicants and volunteers.

The school's Child Protection policy and Safeguarding policies are available on request or on the school's website www.portchester.hants.sch.uk

What to bring to interview

Applicants selected for interview are asked to refer to the "Pre-employment checklist for Candidates" sent with the interview invitation letter and bring documentation as outlined. This will include original qualifications certificates and proof of identity (preferably photographic, such as a photocard driving licence or passport).

In order to meet our legal obligation under the Immigration, Asylum and Nationality Act 2006, the school must ensure that evidence has been seen and checked to confirm eligibility to work in the United Kingdom. Therefore, candidates selected for interview must bring relevant documentation to confirm this, as outlined in the Pre-employment Checklist for Candidates.

Thank you for your interest in this post at Portchester Community School.

Successful Confident Responsible

Portchester Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Headteacher: Mr R Carlyle BEd (Hons)

White Hart Lane, Portchester, Fareham, Hampshire PO16 9BD

T: 023 9236 4399 | **F:** 023 9220 1528 | **E:** office@portchester.hants.sch.uk | www.portchester.hants.sch.uk

Details about the post: Learning Support Assistant (Specialist)	
<i>Salary:</i>	Grade B, Actual Salary £14,554 to £14,801 p.a. (Full Time equivalent: £18,887 to £19,209 p.a.)
<i>Contract Type:</i>	Permanent, Part Time 32.5 hours per week. Term-time only plus one week (40 weeks) Working hours 6.5 hours per day, Monday to Friday. 8.05 am to 3.15 pm
Safeguarding of pupils:	
<i>School statement:</i>	Portchester Community School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.
Context for the vacancy:	
<i>Start date:</i>	September 2022.
Terms and conditions:	
<i>School statement:</i>	This post is offered subject to the Employment in Hampshire County Council agreement (EHCC07) in conjunction with other Hampshire and school pay policies.
Equalities Statement:	
<i>School statement:</i>	<p>The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with students and parents of the school.</p> <p>The Governing Body recognises the value of a diverse and inclusive workforce and governors and managers will operate at all times within the requirements of anti-discrimination legislation and will promote equality in its staffing decisions.</p> <p>The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, to help overcome practical difficulties created by applicants or members of staff who have a disability.</p> <p>The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race or belief, sex or sexual orientation.</p> <p>All applicants are invited to indicate whether they have any special requirements to enable them to submit an application.</p>

Information about the recruitment and selection process:	
<i>Closing date for applications</i>	<p>Please email your completed application form to recruitment@portchester.hants.sch.uk by midday on Thursday 25 August 2022. If you intend to email the equality monitoring form, please send in a separate email to recruitment@portchester.hants.sch.uk with the title: 'Confidential - equality monitoring form'.</p> <p>If you submit your application form by post, please return the equality monitoring form in a sealed envelope along with your application.</p> <p>If you would like confirmation that your application has been received, please contact the school on 023 9236 4399 or email: recruitment@portchester.hants.sch.uk</p>
<i>Interview date:</i>	To be advised.
Employment checks required:	
1	Fully completed application form
2	Rehabilitation of Offenders Act declaration
3	Right to work in the UK
4	Disclosure and Barring Service check.
5	Employment history including explanation of any gaps.
6	Proof of academic and professional qualifications.
7	Occupational Health check.
8	Professional character references.

If you have any questions about the detail contained within this document or any other aspect of the information sent to you, please do not hesitate to contact the school.

School policies including the Recruitment Policy and Equality Policy are available on request.



ROLE PURPOSE: To work with a specific pupil with special needs within the context of a mainstream secondary school.

This will include:

- To assist in the support and inclusion of all pupils with specific focus on a specific student in the context of a mainstream secondary school.
- To develop learning activities/computer programs for individual pupils or group of pupils to enable independent access to lessons set by or with teachers or the Special Educational Needs Co-ordinator (SENCO) under the professional direction and supervision of a qualified teacher.
- To plan, deliver and develop the use of specialist software programmes for individual pupils, to develop their access to the curriculum drawing upon the training from within school and the Specialist Teacher Advisers.
- To support specific pupils in the classroom environment under the supervision of a qualified teacher.

Support for pupils and teachers

- Develop an understanding of the specific needs of the child concerned, in consultation with the teacher/SENCO
- Use specialist skills to support pupils, fostering independence and/or communication skills
- Working with individual, using specialist programmes of work/support across the school according to the needs of the child
- Liaise with, and establish constructive relationships with, outside agencies and parents as necessary, and under guidance from lead staff where appropriate/necessary/required
- Work with and provide the link between outside agencies e.g. speech and language therapist or specialist Teacher Advisers, and under guidance from teacher/SENCO, liaising with parents
- Evaluate pupil responses to activities through observation and share those responses within the team and outside professionals.
- Provide feedback to pupils without reference to the teacher
- Liaise with teachers and other support assistants about the needs and progress of children receiving additional support. If appropriate provide feedback (both written and oral) to the teacher on pupil performance, learning obstacles, testing and assessment activities
- Develop good relationships with children and promote their self esteem
- Helping the inclusion of all children, encouraging acceptance and integration of children with special needs
- Assist children with physical needs (e.g. intimate care, manual handling, medical and welfare requirements)
- Providing support for the delivery of the curriculum as required
- Deal with behavioural and special needs issues in conjunction with the teacher in accordance with the Behaviour Management Policy

Administrative/support activities

- Carry out administrative/clerical tasks for the class teacher including preparing classroom materials, laminating, display work, filing
- Contribute to the drafting of new Individual Education plans (IEPs) in conjunction with the SENCO
- Keep up to date with SEN resources and developments, through courses, discussions with colleagues, cluster meetings etc

- Ensure that children's SEN files are kept up to date
- Ensure appointments with external agencies are set up and communicated to all relevant parties and subsequent reports are distributed as appropriate.
- Maintain an up to date inventory of resources. Organise storage and accessibility of SEN resources, including ICT, ensuring correct use and care of them through training and advice. Liaise with staff regarding the purchase of new resources to support learning.

Corporate and statutory initiatives – equalities/health and safety/egovernment/Sustainability

- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
- To comply with all Health and Safety rules and safe working practices.

KEY DECISION MAKING AREAS IN THE ROLE

- To implement/deliver individual programmes, such as lesson plans and IEPs, deal with pupil behaviour and make judgements about pupil progress/pupil needs in collaboration with the teacher.
- Whilst working under the general direction of the Teacher/SENCO, will work unsupervised and without the close presence of the teacher.
- Due to training and expertise will normally carry out specialist responsibility, and support and train other staff in the school when help is needed in this area.

MAIN CONTACTS – EXTERNAL/INTERNAL CUSTOMER CONTACTS AND PURPOSE

- Internal – (school) pupils, colleagues, teachers, headteacher,
- External – (Outside school) Usually under the direction of the teacher/SENCO – parents/guardians/carers, Specialist Teacher Adviser, other Local Authority (LA) specialist colleagues, GP's, Occupational therapists/physiotherapists, outside contractors, specialist groups on educational visits, students, escorts,

WORKING CONDITIONS – ENVIRONMENTAL AND PHYSICAL FACTORS, PHYSICAL EFFORT OR STRAIN AND FREQUENCY OF OCCURRENCE.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating)
- Responsibility, with teacher, for the learning environment
- External working on trips, educational visits etc
- Extensive use of a range of ICT software and programs.
- Will be trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Health and safety responsibility for self, children, and area which is particularly demanding in a child-centred environment

ROLE REQUIREMENTS FOR OPERATIONAL EFFECTIVENESS

Entry: Essential role-related knowledge, skills and experience at Selection

- Empathy with pupils and empathetic to their needs
- Good literacy/numeracy skills
- Good communication skills and ability to clarify and explain instructions clearly.
- Professionally discreet and able to respect confidentiality
- Can use ICT competently and effectively to support learning

- Willingness to learn broaden ICT knowledge to include Augmentative and Assistive Communication (AAC) and Assistive Technology (AT)
- Well-developed interpersonal skills enabling effective relationships with a variety of different people
- Team worker
- An awareness of and commitment to safeguarding and promoting the welfare of children
- An awareness of and commitment to all aspects of equality

Desirable experience

- Relevant experience in a teaching/learning/ child support working environment
- Experience of working with a pupil with
 - complex physical disabilities
 - using assistive technology
 - using AAC in an education setting

Initial induction/training required to become effective in the role

Estimated time to become operationally effective – Up to 6 months

Induction 3 months

- Attendance at specific training for computer programs and communication aid use.
- Attendance at manual handling training
- Shadowing experienced LSAs in school and elsewhere
- Knowledge of school and school systems and policies
- Understanding of secondary curriculum, particularly literacy and numeracy requirements
- Approach towards discipline and behaviour
- Relationship between and respective responsibilities of teacher/SENCO and Learning Support Staff
- Professional relationship between staff and pupils
- Manual handling
- Developing Health and Safety knowledge
- Independent working, supported by teacher/SENCO with groups or individual children

Operationally effective: How would effectiveness in the role be demonstrated?

- Good organisational ability
- Full independent access in the classroom for student with complex recording and communication challenges
- Ability to work at an advanced level with the teacher/SENCO in planning and delivery of teaching and/ or development activities (especially those defined in IEPs)
- Ability to deliver IEPs where appropriate
- Ability to implement individual management plans where appropriate
- Ability to monitor, evaluate and record pupil progress and development
- Competent in working with individuals and groups of pupils without direct supervision
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/ children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and with external contacts (e.g. parents, Specialist teachers, speech therapist etc)
- Work constructively as part of the SENCO team as well as class team,

understanding roles, responsibilities and own position within these

CONTEXT/ADDITIONAL INFORMATION

- There is a multi-role aspect to this job in that the expertise of the postholder will affect the depth and range of support the class teacher/SENCO can expect
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding needs



Dear Applicant

Equality Monitoring

Thank you for your interest in the Learning Support Assistant (Specialist) vacancy at this school. The school operates an equality policy to ensure that all staff and applicants receive fair and equal treatment at all times. As part of this policy it is essential that we monitor the profile of our applicants in relation to their age, disability, gender identity, race, religion or belief, sex and sexual orientation.

The equalities monitoring form is designed to record and monitor the relevant data for this monitoring process. I would be very grateful if you could complete the form located in the Vacancies section of the website under 'Applications Forms and Equalities Monitoring Form' and return it to me.

The information on this form will be used for statistical purposes only and will not form any part of a record on you as an individual unless you are subsequently appointed to the school, in which case it may be held as part of a computerised personnel record on the school's HR system which is available for your inspection.

I am making this request in accordance with the recommendations of the Equality and Human Rights Commission. However, if you wish to discuss the content of the form or the use of the data, please let me know.

Yours sincerely

Mr R Carlyle
Headteacher



Job Hazard Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Role Title: [Learning Support Assistant \(Specialist\)](#)

Manual Handling

This role requires hazardous manual handling operations. For example, *regular moving of heavy objects, or moving of people, including use of manual handling equipment (for which you will receive training) and pushing wheelchairs.*

The types of manual handling operation involved in this role are *children and objects.*

These manual handling operations are required on a *daily basis.*

The weights involved in these manual handling operations are *more than 25 kg.*

Display Screen Equipment

This role will require the postholder to be a Display Screen Equipment User. This will involve use of a *desktop computer and virtual learning platform.*

Job Characteristics

This role involves working with *children and young people of between 11 and 16 years old.. This role also involves working with children and young people with special needs including those with complex or multiple disabilities.*

This role involves *personal care and food handling.*

This role also has potential to involve *verbal abuse and/or aggression and this is likely on an infrequent basis. The role is also likely to require physical behaviour management interventions for which the postholder will be trained.*

Work Environment

This role is carried out in an environment which involves entry to *confined spaces (e.g. lifts) and occasional outdoor work.*

Work Equipment/Machinery

This role also involves working with *hand-held powered tools/hand-guided tool/hand-fed tools (when postholder is in Technology department).*

Personal Protective Equipment

Given the nature of this role, the post holder is required to wear personal protective equipment to be worn on their *hands (latex gloves).*

COSHH (Control of Substances Hazardous to Health)

Biological Hazards

It is possible that postholder may come into routine or regular contact with *human bodily fluid* e.g. *through personal care*.

Chemical Hazards

The post holder will come into *infrequent* contact with any chemicals such as cleaning products which may be *an irritant*.

Applicants should be aware that where roles are exposed to hazardous risks, risk assessments are undertaken and control measures are put into place where possible.



Disclosure and Barring Service Policy Statement

Portchester Community School complies fully with the [Disclosure and Barring Service Code of Practice](#). We undertake to treat all applicants fairly and not to discriminate against anyone on the basis of conviction or other information provided.

Having a criminal record will not necessarily prevent an individual from being employed by a Hampshire County Council school. This will depend on the nature of the role, professional suitability and the circumstances, nature and background of the offences.

Portchester Community School recognises that access to criminal record information has to strike a balance between the rights of children and the vulnerable in society, an individual's right to privacy and the rights of ex-offenders to become rehabilitated into society.

We also use the Disclosure and Barring Service to support Hampshire County Council's corporate aims, specifically its commitment to ensuring that children and vulnerable groups are protected from harm with their welfare at the forefront of the Council's work.

We undertake to ensure that confidential and sensitive information about an individual's criminal record is handled fairly and properly and in accordance with the relevant legislation.

The policy statement will be reviewed at least annually.

Date: September 2021