



Learning Support Assistant **33.75 hours per week / 39 weeks per year**

'To act justly, to love with mercy and walk humbly with our God' - Micah 6:8

The primary role of the teaching assistant is to work with teachers to raise the learning and attainment of pupils whilst also promoting their independence, self-esteem and social inclusion. Teaching assistants provide support to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. The person appointed will be joining a highly motivated, enthusiastic team who provide excellent support to our students, staff and parents.

The role requires someone who:

- *Is passionate about young people, aspiring to support them in their learning and personal development.*
- *Is able to appreciate and respond to the challenge many students can face in education.*
- *Understands the barriers that may inhibit student's ability to learn, make positive relationships and thrive.*

The information below has been collated to give applicants an understanding of our ethos and direction of travel in relation to our aim, which is providing teaching, intervention and support so that all students in school can thrive.

Thank you for taking an interest in this post, and we look forward to receiving your application. We also would encourage you to come and have an informal look round our school and meet some colleagues from the team.

About the school

Notre Dame is a Catholic school with a strong ethos at its heart. All staff are expected to uphold and contribute to the ethos of the school, which is what makes it a special place to work.

At Notre Dame High School, the Governing Body, Headteacher and all staff are committed to ensuring that all students have access to high quality education in a loving and safe environment.

Everyone is expected to;

- Build and maintain relationships with peers and staff that are positive, enhance lives and lead to happiness and joy
- Maintain the highest standards of personal conduct
- Accept responsibility for their own behaviour and encourage others to do the same

Our expectations can be summarised as follows;

'Ready' - Ready to learn, ready to listen, ready to participate because ***we educate for life.***

'Respectful' – Respect yourself and others, including your peers, adults and the school environment. We do this because ***we are a community that is welcoming, diverse, and honours each person's dignity.***

'Safe' – Everyone should feel safe in our learning community, safe with the people around them and safe in the activities in which they are taking part because ***we work for Justice and Peace.***

We are committed to a Trauma informed and Restorative practices approach in our interactions with students. We are inspired to do so by our ethos which is to uphold and protect the unique dignity of each child, and prepare them for life. This approach is about protecting our young people, helping them to heal, supporting them in becoming better regulated and making the right choices so they can have a happy and fulfilled life. In turn they are better able to contribute to the 'common good' of society themselves.

We believe that in our work we can make a real difference to the lives of all students and particularly those who face additional barriers. We believe that 'every interaction counts' and can transform lives.

We see behaviour as communication and challenge ourselves to ask 'Why are we seeing this behaviour?' This does not mean that we have a 'soft approach', in fact the opposite is the case. Students need structure, order and the predictability that our routines and expectations give them. We have high expectations and clear boundaries which need to be applied in a supportive, matter of fact, non-punitive way. We aim to be, ***firm on boundaries but kind on the child.***

Over the last few years, we have been restructuring across the SEND and Pastoral teams to improve communication and provision, and the successful applicant would be joining the school at an exciting time.

The Pastoral Team, including the SEND department

The Special Educational Needs Department is a vital part of the broader Pastoral Team. The team currently consists of;

The SENCO

The SENCO is a teaching member of staff. This post carries responsibility for supporting the identification of students with special educational needs and coordinating their provision.

SEND Inclusion Leader

A teaching member of staff who supports the SENCO and the Teacher Development team to assess and measure impact of provision for students with SEND. They will also help to train and develop teaching staff in their practice with students with SEND

SEND Assessment Manager

The Assessments Manager leads on the delivery and coordination of SEND Assessments, including Access arrangements.

SEND Intervention Manager

The Intervention Manager leads on the coordination of SEND departmental interventions, including; Literacy, numeracy and those relating to the four broad areas of need.

Learning Support Assistants

A team of Learning Support Assistants under the general direction of the Special Needs Co-ordinator / Send inclusion leader, support children with

additional needs both in / outside the classroom, in the nurture hub and delivering 1:1 intervention. Their role is to help students in their learning, personal care and in developing social and independence skills. This role is equivalent to a Level 2 teaching Assistant.

Head of Inclusion

Oversight of Pastoral systems and procedures.

Heads of Year

There are five Heads of Year (one for each Year group), who carry a teaching load. They are responsible for Attendance, Behaviour, Progress and Wellbeing for the students in their year group.

Head of Pastoral Care

Head of Pastoral Care – KS4

Pastoral Managers

There are five Pastoral Managers who support the work of the Heads of Year with;

- Induction, Attendance, safeguarding and Wellbeing

Pastoral Administration

Two Administrators give admin support for pastoral systems across Heads of Year, SEND and Safeguarding

The successful applicant to this post will;

Support within the classroom

This is an important aspect of our provision, allowing students to access their learning and develop personally within the classroom context

Support outside the classroom

The successful applicant will have an opportunity to utilise their specialisms or areas of interest e.g. literacy, numeracy, emotional regulation etc. to work with a caseload of students. Training will be given to increase expertise and diversify specialist areas.

Training and Support

At Notre Dame the ongoing professional development of all staff is a key priority. Our view is that we can always improve, not because we are not good enough, but because we can be even better at what we do and this in turn will ensure the very best outcomes for our students. We also aim to help staff to be ready for their 'next step' in their careers whatever that might be.

In order to achieve these aims we;

- Have an ethos of 'learning together' through joint practice development which is conducted in a supportive and

developmental way.

- Encourage staff to be reflective and take the lead in their own professional development so that their individual needs are met
- Assign Learning Improvement coaches to all departments to provide bespoke training and development

The successful applicant will complete a skills audit so that any necessary or desired training can be put in place.

Future career support

This post would also suit those considering a career in teaching or pastoral care. For those who express an interest in this, we can provide relevant experience, training and development and would endeavor to support you in your aspirations.

Closing date for receipt of completed applications: 9am on Monday 13th May 2024

Interview date: Thursday 23rd May 2024

Notre Dame High School expects all candidates to familiarise themselves with our Safeguarding Policy which can be found on the school website at: www.notredame-high.co.uk/about-the-school/school-policies

Notre Dame High School is committed to safeguarding and promoting the welfare of children & young people and expects all staff to share this commitment. The successful applicant will be required to complete an Enhanced DBS Disclosure. In addition, this post is exempt from the Rehabilitation of Offenders Act and a self-disclosure is required for applicants shortlisted for interview.