



Sidney Stringer
Multi Academy Trust



SPECIALIST LEARNING SUPPORT ASSISTANT

Information Pack

Working Together to Achieve Excellence For All

A WONDERFUL PLACE TO LEARN AND A GREAT PLACE TO WORK!:

Welcome to Riverbank Academy – A Message from the Headteacher & our Academy!

Thank you for your interest in joining Riverbank Academy. As a prospective member of our team, we are excited to introduce you to our school and what makes Riverbank such a special place to work. We are a caring, creative, and motivated school community, with a strong commitment to safeguarding and student wellbeing.

Our vision is simple: we want all our students to make exceptional progress and lead happy, fulfilled lives. To achieve this, we offer a carefully planned curriculum focused on developing independence and employability skills, with every student at the heart of everything we do.

We are pleased to share that our school population is increasing in September 2026. As a result of this, we are deliberately recruiting to more positions this year. We are proud to be serving more pupils in Coventry and look forward to the wonderful opportunities this brings.

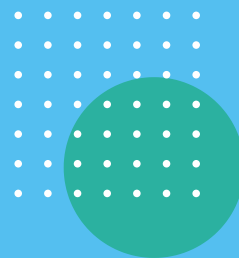
Collaboration is at the heart of the SSMAT, with all schools working closely together to:

- Share best practices and resources.
- Offer a seamless educational journey across different stages.
- Support the professional development of staff.
- Ensure all students receive an outstanding education, reaching their full potential.



David Lisowski - Headteacher

JOB DESCRIPTION



Sidney Stringer Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

SPECIALIST LEARNING SUPPORT ASSISTANT

JOB PURPOSE

- To plan and implement agreed interventions with individuals/groups, in or out of the classroom. Learning programmes may include numeracy, literacy, social skills and other personalised SEN learning programmes
- To deliver programmes of support to smaller groups with minimal supervision.
- To monitor and record the pupil's responses to learning activities through formal observations and planned recording of achievement and progress
- To use specialist curricular/learning/skills/training to support pupils
- Cover lessons in the short-term absence of a teacher
- Under the guidance of the school nurse support students in their medical care
- Under the guidance of an identified teacher support in the organisation and development of a specific SEND or subject area



KEY TASKS & RESPONSIBILITIES:

- To develop an understanding of the special educational needs of the student/s
- To consider the student/s' special needs and ensure their access to the lesson and its content through formal observation, clarification, explanation, equipment and highly differentiated materials.
- To build and maintain successful relationships with students, treat them consistently, with respect, dignity and consideration.
- To strive towards the development of independent learning for our students
- To support and facilitate the reinforcement of learning
- To assist students with physical needs, both in and out of the classroom
- To help students record work through careful planning in ways appropriate to their needs and level
- To take an active role in the assessment of Student Support Plans and targets
- To inspire positive attitudes, developing self belief and building motivation
- To model good practice in effective learning to keep students on task
- To contribute towards the rewards system, capturing students being successful
- To have formal and informal meetings with teachers to contribute to planning lessons/activities
- To deliver programmes of support to smaller groups with minimal supervision and to monitor, evidence and record its success.
- To support in the preparation of materials and resources that can reach a variety of students of different levels of ability.
- To prepare students beforehand for a task
- To apply total communication and other strategies that support and develop understanding

KEY TASKS & RESPONSIBILITIES:

- To create and implement differentiated activities with identified groups
- To take an active role in delivering practical tasks
- To monitor and record the pupil's responses to learning activities through
- formal observations and planned recording of achievement and progress
- To work as part of the team in relation to individual students, liaising,
- advising and consulting where appropriate
- To support implementation of school policies and procedures, including
- those relating to safeguarding, confidentiality and behaviour
- To identify personal training needs and to attend appropriate internal and
- external in-service training.
- Provide support to a form tutor as a co-tutor
- Encourage students to interact and work cooperatively with others and
- engage all students in activities.
- Play an active role in the support of positive behaviour management of
- students both in and out of the classroom, reporting issues as
- appropriate.
- To develop communications with parents, both written and verbal
- Support in the examination's arrangements acting as a reader, prompt or
- scribe.
- To undertake duties each week as outlined on the schools duty rota
- To embrace and adopt our 10 Professional Core Standards and seek to
- develop your skills, qualities and practice within this structure so that
- you can better serve our students.
- In addition, any other tasks as directed by the Head Teacher which fall
- within the range of the post.

PERSON SPECIFICATION

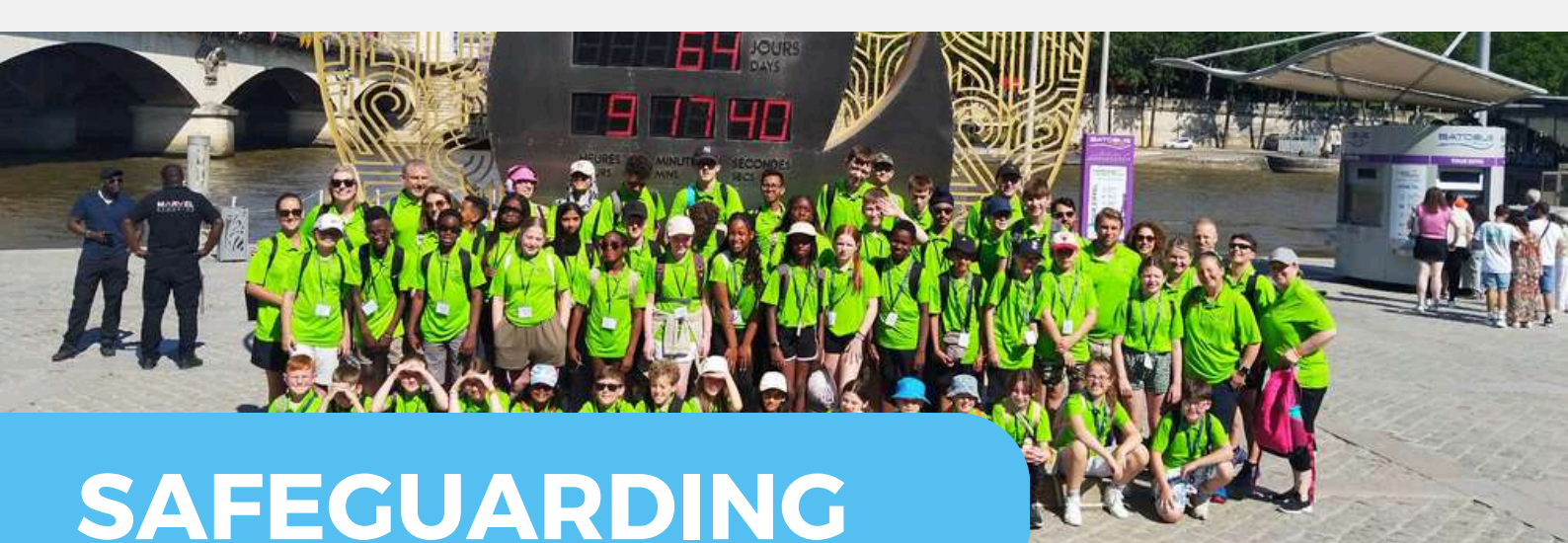


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Area	Essential	Desirable to Various Extents
Qualifications	<ul style="list-style-type: none">A desire to continue to improve literacy, numeracy and ICT skills, with Grade C achieved in English and Maths	<ul style="list-style-type: none">Qualification to A level (AS/A level) standard.
Knowledge	<ul style="list-style-type: none">Of the needs and characteristics of young people with complex SENDOf what constitutes positive behaviour managementOf the importance of positive role models for young peopleOf strategies, including literacy, numeracy, ICT, independent learning, special educational needs and anti-racism to ensure the effective engagement of our students in learningOf equal opportunities and anti-discriminatory practice in the context of the school communityExperience of leading lessons within a community, mainstream or special school context	

<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • Approachable and intuitive • To communicate effectively – verbal and written - with students, staff and parents • To apply specialist skills to supporting in meeting the needs of complex SEND • To motivate and encourage students to work cooperatively • To establish and maintain good professional relationships with adults and young people and to deal with difficult situations sensitively • Able to work indoors and outdoors in rural and urban environments supporting students in a range of activities such as Duke of Edinburgh, forest school, horticulture and gardening. • Able to walk long distances and stand for long periods of time to support student transitions around school and enrichment activities. • Able to support students aged from 11-19 in moving and handling and personal care. • Able to move physiotherapy equipment with appropriate training and guidance from specialists this includes the manoeuvring of manual wheelchairs. • To be a team player with the ability to support others • To demonstrate relationship building outside of the classroom • To adopt total communication techniques and develop them sufficiently to reach out to all of our students 	<p>Able to swim (desirable but not essential to ensure we have an inclusive swimming offer for all our students).</p>
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Attitudes and Values	<ul style="list-style-type: none"> • High expectations of personal performance and of pupils' success • Commitment to build upon your own learning through our structures • A belief in meeting the needs of the whole child 	
Experience	<ul style="list-style-type: none"> • Of working with groups of young people with complex SEND, preferably of secondary age • Of resolving problems and handling challenging situations • Of managing behaviour effectively 	
Special Requirements	<p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment</p>	



SAFEGUARDING

All staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff have a duty to keep young people safe and to protect them from physical harm. By accepting a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the Academy's Child Protection Procedure, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. The Academy's Child Protection Procedure can be obtained from the jobholder's line manager.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Principal by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with the Academy's Disciplinary Procedure.



Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Academy's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.



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Equality and Diversity

Sidney Stringer Multi Academy Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.



Training and Development

The Coventry SCITT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.



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HOW TO APPLY:

WE LOOK FORWARD TO RECEIVING YOUR COMPLETED APPLICATION FORM.



VISIT OUR WEBSITE

For further details, an application form, and to apply, please visit our website:
<https://www.eteach.com/careers/riverbankacademy/>



VIA EMAIL

Please send a completed application form electronically to David Lisowski
headteacher@riverbankacademy.org.uk
[no hard copies to be sent in the post].



QUESTIONS?

If you would like any further information or have any questions then please email
headteacher@riverbankacademy.org.uk