



# 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.

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Since becoming part of the Sidney Stringer Multi Academy Trust in 2015, Riverbank has grown and evolved significantly. We now serve a broad spectrum of learning needs, from moderate to profound and complex, and have developed innovative facilities and programs to support our students. Our staff play a vital role in shaping our positive and inclusive culture, and we are proud of the supportive, collaborative environment we have created for both our students and our team. We hope you will join us in continuing this journey and helping our students achieve their full potential.

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

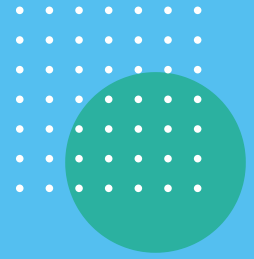
- Share best practices and resources.
- Offer a seamless educational journey across different stages.
- Support the professional development of staff.
- Ensure all students receive an outstanding education, reaching their full potential.



**David Lisowski - Headteacher**

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# 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.*

## LEARNING SUPPORT ASSISTANT

### JOB PURPOSE

- To provide structured support and guidance in the development of our students' academic and individual needs
- To provide in-class support to our teachers and delivery practitioners
- To assist with lunchtime supervision
- To assist with after-school and break duties as part of the rota
- To assist with the tutorial program as a co-tutor



# KEY TASKS & RESPONSIBILITIES:

- To develop an understanding of the special educational needs of the student/s concerned
- To 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
- 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 in the reinforcement of learning
- To assist students with personal care, medical and physical needs, both in and out of the classroom
- To help students record work in ways appropriate to their needs and level
- To support the assessment of Student Support Plans and targets
- To inspire positive attitudes, develop self-belief and build 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 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 strategies that support and develop pupil understanding
- To work on differentiated activities with identified groups
- To support the teacher in implementing specific teaching programs
- To supervise practical tasks

# KEY TASKS & RESPONSIBILITIES:

- To carry out structured classroom assessment/ observation and feedback outcomes
- To be involved in keeping records and evaluating identified students' progress
- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate
- To support the 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 co-operatively 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.
- To communicate with parents, both written and verbal
- Support in the examination arrangements acting as a reader, prompt or scribe.
- To embrace professional development, to develop skills, qualities and practice to 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



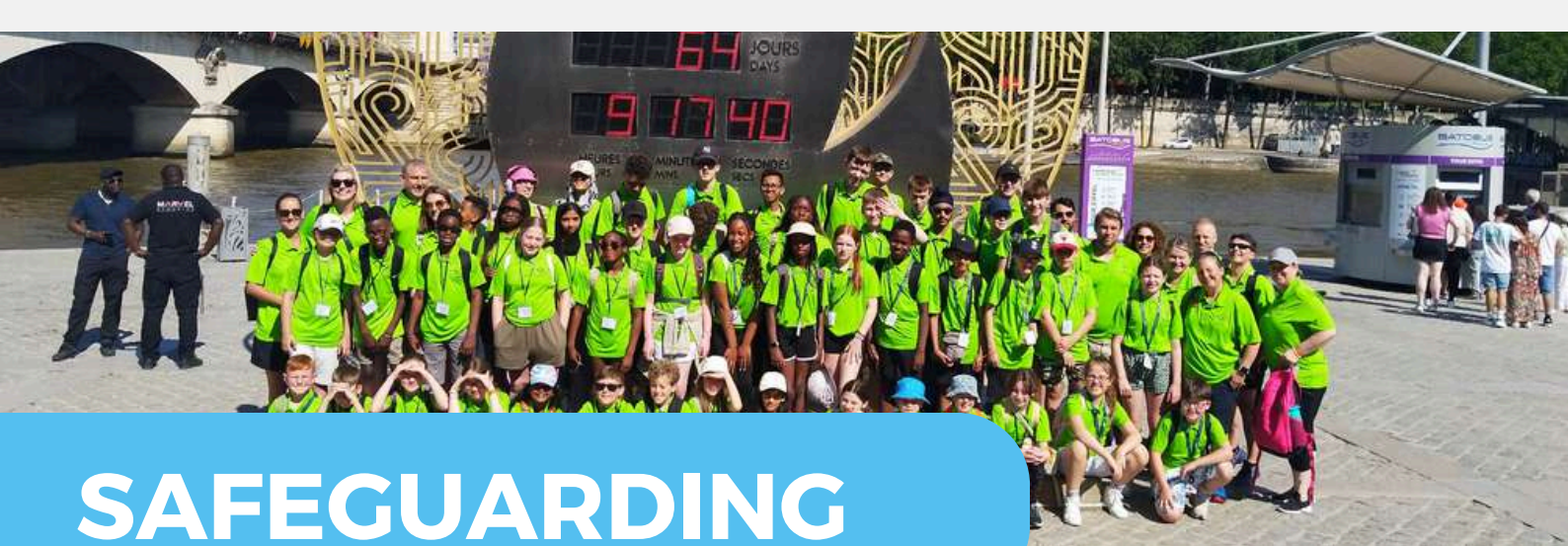
Sidney Stringer  
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Area	Essential	Desirable to Various Extents
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A desire to continue to improve literacy, numeracy and ICT skills, with Grade C achieved in English and Maths</li></ul>	<ul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

<p><b>Skills and Abilities</b></p>	<ul style="list-style-type: none"> <li>• Approachable and intuitive</li> <li>• To communicate effectively – verbal and written - with students, staff and parents</li> <li>• To apply specialist skills to supporting in meeting the needs of complex SEND</li> <li>• To motivate and encourage students to work cooperatively</li> <li>• To establish and maintain good professional relationships with adults and young people and to deal with difficult situations sensitively</li> <li>• 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.</li> <li>• Able to walk long distances and stand for long periods of time to support student transitions around school and enrichment activities.</li> <li>• Able to support students aged from 11-19 in moving and handling and personal care.</li> <li>• Able to move physiotherapy equipment with appropriate training and guidance from specialists this includes the manoeuvring of manual wheelchairs.</li> <li>• To be a team player with the ability to support others</li> <li>• To demonstrate relationship building outside of the classroom</li> <li>• To adopt total communication techniques and develop them sufficiently to reach out to all of our students</li> </ul>	<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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<p><b>Attitudes and Values</b></p>	<ul style="list-style-type: none"> <li>• High expectations of personal performance and of pupils' success</li> <li>• Commitment to build upon your own learning through our structures</li> <li>• A belief in meeting the needs of the whole child</li> </ul>	
<p><b>Experience</b></p>	<ul style="list-style-type: none"> <li>• Of working with groups of young people with complex SEND, preferably of secondary age</li> <li>• Of resolving problems and handling challenging situations</li> <li>• Of managing behaviour effectively</li> </ul>	
<p><b>Special Requirements</b></p>	<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.



# CONTINUED...



## 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](mailto: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](mailto:headteacher@riverbankacademy.org.uk)