



Lord Grey Academy

Aspire, Learn, Achieve



INFORMATION FOR CANDIDATES

2018-2019

LEARNING SUPPORT ADVISOR

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”



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School Motto

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Our Aims

Lord Grey Academy expects you to:

- Achieve your personal best
- Contribute and enjoy
- Value and understand yourself and others
- Embrace opportunities
- Learn from mistakes
- Develop confidence
- Respect our core values:
 - Be resilient, independent and hardworking;
 - Be kind, caring and positive;
 - Be ambitious, aspirational and determined;
 - Be respectful, helpful and honest.

Lord Grey Academy Mission Statement

‘Lord Grey Academy is a future-driven, aspirational and inclusive school offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving school with an ambition to become an outstanding first choice local school’.

Lord Grey is a “good school”, Ofsted, July 2014



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Welcome from the Principal

Dear Prospective Applicant/Candidate,

Thank you so much for considering applying to Lord Grey Academy in Bletchley. We are a learning community of approximately 1490 students and over 150 staff. Lord Grey is totally committed to school improvement and developing the life chances of the young people in our care. We are a very inclusive and caring school, with high aspirations.

As the Principal, I am very proud to be the leader of such a dynamic and vibrant school. This is an Academy that is really 'on the up'. We are an oversubscribed school and have excellent links with our local feeder schools within the Bletchley Partnership. We believe in working in close partnership with parents, other local schools and colleges, the Local Authority and local community groups. We are part of TOVE Learning Trust, as part of their Multi Academy Trust, and we are excited to be in this family of likeminded schools.

We believe in treating every student as an individual and our students are wonderful to work with; they are respectful, polite and engaging. The academy believes in praising young people and celebrating the success of those who do well; we have a clear rewards and consequences system and a good vertical pastoral system led by Heads of House, to support learners and staff.

We have a good Sixth Form and we offer a wide range of Post-16 courses at Level 2 and Level 3; we are constantly striving to offer curriculum diversity and to widen our Post-16 offer. Ofsted 2014, recognised the Sixth Form as a real area of strength in the academy and value added outcomes have been consistently positive since.

The academy has an excellent programme of staff CPD and we have an outstanding track record in supporting staff in career development and training. We hold the prestigious Institute of Education Gold Award for professional development. The large staff are very welcoming and everyone who works here values the support and friendship that they are offered.

At Lord Grey Academy we understand the importance of a sustainable work-life balance and are committed to a rolling review of processes and practices to ensure that they do not get in the way of effective planning for great teaching and learning.

Faculty meeting time and CPD programmes encourage and facilitate collaborative planning in order to develop great strategies and resources whilst alleviating workload pressures. CPD provision is varied and tailored to teachers' skills and ambition. For colleagues interested in research-led, enquiry based CPD our CPD programme can offer opportunities to work as a research lead or take part in action research projects in a specific area of interest.



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Leadership at all levels is encouraged and an in-house leadership development programme is attended by all middle leaders. Middle leaders are also encouraged to seek external accreditation through NPQML and NPQSL programmes as appropriate.

As part of a newly enlarged Multi Academy Trust, there are exciting career opportunities for committed and ambitious individuals who are looking for a long term career within one organisation.

The academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was discovered – this site of historical importance and tourist attraction is just a few minutes' walk from the school. Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.

Having read all of this, if you are interested in making an application, we would be delighted to hear from you. Come and join us on our journey of school improvement! Lord Grey Academy is a school that is really working hard to be a truly great place of learning.

Mr Jim Parker
Principal



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Advertisement

LORD GREY ACADEMY

LEARNING SUPPORT ADVISOR Permanent

Inclusive Learning Faculty
Tove Pay Scale April 2018 Band E (£17,391 - £17,972)
32.5 hours per week, 38 term time weeks + 5 training days per annum
8.30am – 3.30pm
Pro rata actual annual salary £13,063

We are seeking to appoint as soon as possible a proactive and reliable Learning Support Advisor to join our Inclusive Learning Faculty. The successful candidate will enjoy working with young people and will play a key role in supporting students in school, both in class and through the delivery of small group work. In addition, the successful candidate may be required to work in our Eden Centre nurture base in a LSA capacity or to carry out re-integration work.

A candidate information booklet and application form are available on the vacancies section of Lord Grey Academy's website:

<http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to hr@lordgrey.org.uk by 12 noon on Tuesday 26th February 2019.

Only successfully short listed candidates will be contacted.

The school is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



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JOB DESCRIPTION

POST TITLE: Learning Support Advisor
Inclusive Learning Faculty
RESPONSIBLE TO: Principal; Director of Inclusion; ILF TA Team Leader

JOB PURPOSE

To work under the line management of the Head of Inclusive Learning Faculty in order to provide an effective and efficient support service for students at Lord Grey Academy. To offer Learning Support Advisor support within the Inclusive Learning Faculty.

PRINCIPAL ACCOUNTABILITIES

- To observe all school policies, procedures and working practices
- To strive towards continuous improvement and to foster an enterprising culture
- To undertake any other duties which are reasonable within the scope and grade of the post
- To ensure the effective implementation of the school's Equalities Policy and Safeguarding and Child Protection Policy
- To contribute towards the delivery of high quality education for all students

Support for Pupils

- To work under the supervision of the Head of Inclusive Learning Faculty in supervising and supporting students who may present with a variety of special needs
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans where appropriate
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy and correct use of standard English, whatever the Learning Support Advisor's specialist subject
- To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations;



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Support for the Head of Inclusive Learning Faculty

- Create and maintain a purposeful, orderly and supportive environment, in accordance with the agreed protocols of the Inclusive Learning Faculty
- Use strategies, in liaison with the Head of Inclusive Learning Faculty, to support pupils to achieve learning goals
- To support the teaching staff on early intervention in classrooms working with the class teacher and assist with students with challenging behaviour
- To attend annual reviews and interim reviews as appropriate
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers and the Head of Inclusive Learning Faculty on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers and all teaching staff
- Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc. as appropriate

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher recording all interventions for pupil records
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required



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- Participate in training and other learning activities and performance development (including first aid certificate) as required
- Assist with the supervision of pupils out of lesson times, including before and after school
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- To comply with any other reasonable requests from the Principal when there are exceptional circumstances
- To undertake such duties as may from time to time be reasonably assigned by the Principal

Support for Tutoring

- Be a Support Tutor within our Vertical Tutoring System alongside an experienced colleague.

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. Staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person as to allow for the effective running of the school. This job profile does not form part of your contract of employment.

Signed _____ Date _____



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Learning Support Advisor 4 Inclusive Learning Faculty Person Specification	
Experience	E = Essential D = Desirable
Working with or caring for children of relevant age for minimum of 1 year	D
Knowledge	
Effective use of ICT to support learning	E
Understanding of relevant policies/codes of practice and awareness of relevant legislation	D
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	D
Experience and/or knowledge of delivering literacy/numeracy programmes	D
Basic understanding of child development and learning	D
Ability to self-evaluate learning needs and actively seek learning opportunities	E
Ability to relate well to children and adults	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E
To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations;	E
Ability to communicate effectively, both verbally and in writing	E
Education, Training and Qualifications	
Good numeracy/literacy skills – GCSE Maths and English at grade C or above or equivalent	E
NVQ 2 for Learning Support Advisors or equivalent qualifications or experience	D
Training in the relevant learning strategies e.g. literacy	D
Other Requirements	
Completion of DCSF Teacher Assistant Induction Programme within 6-12 months <i>[It is desirable for Learning Support Advisors to have already completed this but it is recognised that there will be occasions when direct entrants have not completed the programme]</i>	D
Participate in development and training opportunities	E
Commitment to uphold the school's Equalities Policy and Safeguarding and Child Protection Policy	E
Willingness to be flexible with working hours to respond to the school's needs	E
Subject to successful completion of enhanced DBS check.	E