



Queen's College, London

Established 1848

## Learning Support Assistant

**Reporting to:** Director of Neurodiversity and Adaptive Learning

### The Role

The Neurodiversity and Adaptive Learning Department at Queen's College provides support for pupils with a range of Specific Learning Difficulties, ranging from dyslexia, dyscalculia, ADHD to support with Executive Functioning Skills. Pupils at the College achieve strong academic results with the Neurodiversity and Adaptive Learning Department playing a key role in this success.

Under the direct guidance and supervision of the Director of Neurodiversity and Adaptive Learning, Learning Support Assistants enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

### Key Responsibilities

**The successful candidate will be required to:**

- Work with individuals or pupil groups within the classroom as directed by the teacher.
- Support teachers in selecting and preparing teaching resources that meet individual needs and interests. Liaise with the class teacher to devise bespoke learning activities if required.
- Prepare differentiated resources that meet the needs of individual pupils or groups of pupils as directed by the Director of Neurodiversity and Adaptive Learning.
- Work with individuals or pupil groups outside the classroom as directed by the Director of Neurodiversity and Adaptive Learning.
- Assist the teaching team in ensuring that pupils behave and conduct themselves properly, both within and outside the classrooms.
- Assist with the provision and administration of access arrangements for exams.
- Assist in the supervision of children in extracurricular activities and trips.
- Assist with administration tasks within the Neurodiversity and Adaptive Learning Department.
- Assist in the organisation and maintenance of resources in the Neurodiversity and Adaptive Learning Department.

- Promote the inclusion and acceptance of all pupils.

### **Support for Learning**

- Create and maintain a purposeful, orderly and supportive environment.
- Use strategies, agreed with the teacher or Director of Neurodiversity and Adaptive Learning, to support pupils to achieve learning targets.
- Assist with the planning of learning activities for specific pupils if required by the class teacher.
- Contribute to the selection and preparation of appropriate teaching resources if required.
- Monitor pupil responses to learning activities and accurately record achievements and progress as directed.
- Promote good pupil behaviour, deal promptly with conflict and minor incidents in accordance with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents.
- Assist with the display of pupils' work.
- Provide clerical/administrative support e.g. photocopying, filing etc.

### **Support of the School**

- Be aware of, and comply with, school policies and procedures e.g. safeguarding, health and safety, confidentiality and physical intervention.
- Contribute, in whatever ways possible, to the overall ethos, aims and work of the school.
- Contribute to the Co-Curricular Programme.
- Appreciate and support the role of other professionals.
- Attend all relevant meetings as required.
- Participate in training, other learning activities and professional development as required.
- Assist with the supervision of pupils out of lesson times, including break times.
- 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.
- Undertake any other duties that the teacher may reasonably direct.

### **Other Duties**

- Undertake additional duties that are commensurate with the role, as reasonably required.

### **All staff are expected to:**

- Be aware of and committed to the ethos and values of Queen's.
- Be fully committed to safeguarding and promoting the welfare of children.
- Take an active role in the development and implementation of school policies and in the whole life of the school.
- Ensure that there are equal opportunities for all.
- Adhere to school policies and procedures.

## Person Specification

The successful candidate is highly likely to have the following skills and experience:

### Essential

- Educated to Level 3 qualification e.g. A-levels
- Excellent literacy and numeracy skills
- Strong IT skills
- Previous experience of working with pupils with neurodiversity in secondary schools
- A good understanding of the challenges faced by pupils with neurodiversities
- Personal warmth and excellent communication skills to gain the confidence of pupils, staff and parents
- Approachable and empathetic to the needs of others
- A role model who demonstrates professionalism at all times
- Be passionate and knowledgeable about the learning process for different individuals and have a good understanding of recent developments in education
- A keen sense of humour and a positive 'can do' attitude
- A very capable organiser and administrator
- Able and willing to undertake additional duties as part of the whole-school team
- A belief in the unlimited potential of every pupil

### Desirable

- Educated to degree level
- Working knowledge of safeguarding practices & principles

## Terms and Conditions

- Fixed term (two terms initially)
- Full-time, term time only
- Start date: January 2025
- Normal working hours: 0830 to 1700, Monday to Friday
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Hall during term time
- Defined contribution pension scheme (up to 10% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

*Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.*

*During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.*

*This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:*

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

*The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides 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. Further guidance on disclosure can be found [HERE](#).*

*Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.*