



ST. JOSEPH'S COLLEGE
READING • BERKSHIRE



Learning Support Assistant

Information for Prospective Members of Staff

Appointment of a Learning Support Assistant for an immediate start

St Joseph's College is seeking to appoint a Learning Support Assistant to support a visually impaired pupil in Year 7. Please find below the job description and details of the application process.

Applicants should be self-motivated, reliable, and able to use their initiative. A positive and flexible approach and a desire to work with a visually impaired young person are qualities we value highly. Full training on the various aspects of the role will be provided.

The hours of work are 8.00am to 4.00pm, Monday to Friday, for 41 working weeks which includes all term-time days and staff training days.

The post is either one full time role from 8.00am to 4.00pm or the post could be split into two part time roles, for example, 8.00am to 12noon, and 12noon to 4.00pm. In your letter of application, please state whether you are interested in working full time or part time.

The closing date is noon on Thursday 1 October 2020, although applications will be reviewed upon receipt.

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Message from the Headmaster, Andrew Colpus

Thank you for your interest in St Joseph's College. I am delighted that you are considering our school and I trust that this recruitment pack will provide you with the information you require both about the post and the College.

I believe that this is an exciting time to be joining St Joseph's College. There has been a significant growth in the pupil roll over the last few years and the governors are continually looking to invest in the facilities. The recent development of the College has led it to receive a number of national awards over the last couple of years including the TES Independent School of the Year award 2015/16. During the last twelve months the College was shortlisted for the TES Wellbeing of the Year Award; recognised as one of the top 25 influencers and innovators in the Independent Sector at the i25 awards; featured in this year's Parliamentary Review, and was a finalist at the Independent School of the Year Award 2019.

The College seeks to be a school which places an emphasis on providing an all-round education: academic, pastoral, social and spiritual, where pupils develop the attributes of commitment, collaboration, confidence and communication through the various aspects of school life. The College is a very happy place, and colleagues enjoy teaching here.

I hope that you will want to apply for this post. I recognise that much time and thought goes into preparing an application and we, in turn, will give your application serious consideration.



A handwritten signature in black ink that reads "Andrew Colpus". The signature is fluid and cursive, with the first name being more prominent than the last.

Andrew Colpus
Headmaster



About the Role

Reporting to: Head of Section and Learning Support Coordinator

The Learning Support Assistant (LSA) will play a vital role in enabling access to the curriculum and in supporting the inclusion and achievement of a pupil with albinism, which has resulted in him having visual impairment (VI), and suffering with Type 1 Diabetes. The pupil has just joined Year 7.

The pupil is an able and confident pupil, who needs assistance in managing his diabetes and in accessing the curriculum.

The role will include assisting the pupil in calculating the amount of insulin he needs and providing first aid if he suffers from any hypos or hypers that may occur. Full first aid training will be provided. Regular communication will be required with his parents, especially with regards to any hypos and hypers.

Due to the pupil's visual impairment, he will require assistance with accessing the curriculum so that he can achieve his full academic potential. The support from a LSA is intended to enable the pupil to experience achievement, independence and self determination. It is not intended to develop an expectation of full-time support and an attitude of 'learned helplessness'. This means that the LSA will not simply support the content of lessons but will also work outside lessons modifying curriculum materials to enable the pupil to access information in an appropriate format. Training and support will be provided by Berkshire Sensory Consortium.

The support for the pupil's learning will operate in two main ways:

- Ensuring the pupil is able to access the lesson and achieve the objectives set for him or her
- Enabling the pupil to be socially included, to enjoy similar opportunities to be involved and to contribute to lessons and the school community in the same way as other pupils

It can be helpful to think of the role as involving two main strategies:

- Access to learning. The emphasis here is on the LSA providing the pupil with experiences and resources to provide the most direct route to learning
- Learning to access. The emphasis here is on encouraging the pupil to develop the skills to access the curriculum independently. The LSA's role is to provide opportunities so that the pupil develops the ability and confidence to become an independent learner

The balance between these two strategies is planned to shift over time from 'access to learning' to 'learning to access' so that the pupil will become increasingly less reliant on adult support as he grows older.



Duties and Responsibilities

To be an effective professional who demonstrates high standards of care and support to enable access to learning for a pupil with VI and diabetes.

Members of staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Areas of Responsibility and Key Tasks

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

1. Work in partnership with teachers in the planning of lessons including the adaptations, materials and direct support that a visually impaired pupil will need to be included and make progress.
2. Support the delivery of learning by:
 - Providing direct support as agreed with teachers
 - Adapting resources and teaching materials as necessary so that the VI pupil is able to access the key points of a lesson and achieve the objectives set for him, as far as possible independently
 - Supporting the VI pupil in participating in class teaching activities, providing support to groups as appropriate to encourage independence and social interaction
 - Supporting the VI pupil's understanding of any follow-up tasks set by the teacher
 - Taking lesson notes from the board, where required, to support the VI pupil's understanding and inclusion
 - Overseeing the VI pupil's work in practical activities where safety is a consideration
3. Support the teacher in evaluating the VI pupil's learning and access by:
 - Providing constructive feedback to teachers on the how the VI pupil has responded to the lesson
 - Discussing with teachers any difficulties experienced in providing the support the VI pupil needed
 - Providing information on how well the VI pupil is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult

Implementing Individual Learning Programmes

4. Support the development and implementation of individual learning programmes

Using Technology to Support Learning

5. Support the use of technology and optical aids to promote the pupil's learning by:
 - Checking that any equipment used by the VI pupil is functioning properly
 - Developing skills in the use of specialist equipment used by a VI pupil, including software applications
 - Taking steps to ensure any problems with equipment are dealt with as quickly as possible
 - Promptly informing teachers/IT Support Department if there are any problems
 - Supporting the pupil and teachers in the use of technology, encouraging pupils to use the equipment independently

Supporting Emotional and Social Development

6. Support pupils' social and emotional development by:
 - Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem
 - Providing support to enable the VI pupil to have the opportunities to participate in all school activities, to make choices and take decisions for himself
 - Encouraging the VI pupil to evaluate his own progress and to take an active part in reviews of his progress, when appropriate
 - Observing how the VI pupil expresses his feelings and emotions and relate to others, and feedback to teachers and/or the Learning Support Coordinator, recording any findings accurately
 - Delivering programmes designed by specialists to support this area as appropriate
 - Encouraging other pupils to develop an understanding of the needs and skills of a VI pupil

First Aid

7. Assisting the pupil in calculating the amount of insulin he needs and providing first aid if he suffers from any hypos or hypers

Learning Environment

8. Working with colleagues to ensure the classrooms provide a good learning environment for a VI pupil, paying particular attention to lighting, layout and auditory factors

Liaising with Parents

9. Support teaching staff and the Learning Support Coordinator to discharge their responsibility in involving parents by providing information on the VI pupil's engagement with learning and interactions with other pupils and helping to maintain home-school liaison records. Also regular communication with parents over the management of the pupil's diabetes and any hypos or hypers

Learning Environment

10. Participate in training and other learning activities to develop the competencies to effectively support a VI pupil and to ensure knowledge and skills are kept up to date

In fulfilling the requirements of the post, the LSA should demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues
- Engage and motivate the VI pupil
- Demonstrate analytical thinking to improve the quality of the VI pupil's learning
- Contribute to the College improvement/development planning and promote the learning priorities of the College Strategic Plan
- Contribute to the development and/or implementation of College policies
- Participate in the professional development process to advance pupil learning and enhance professional practice in line with the College aspirations and priorities
- Uphold the values and mission of St Joseph's College and maintain them both inside and outside the classroom
- Promote the wider aspirations and values of the College



Conditions of Service

The hours of work are 8.00am to 4.00pm, Monday to Friday, during term time, including training days (totalling 35.4 weeks per annum). The post is for 41 working weeks, which includes all term-time days and staff training days. There is an entitlement to 5.6 weeks holiday per annum (which includes public and bank holidays), and this is reflected in the salary.

The post is either one full time role from 8.00am to 4.00pm or the post could be split into two part time roles, for example, 8.00am to 12noon, and 12noon to 4.00pm. In your letter of application, please state whether you are interested in working full time or part time.

The post holder will receive a negotiated salary, depending on experience and qualifications. The rate of pay is likely to be between £9 and £12 per hour. Salary will be paid at the end of each month, being one twelfth of the annual salary based on the number of hours worked per week, including holiday pay entitlement. The College has a contributory pension scheme in operation.



Person Specification

Criteria	Essential	Desirable
Education, Qualifications and Experience	<p>Interest and experience working with children</p> <p>A basic awareness of health and safety practices</p> <p>Ability to understand child development and the implications of visual impairment</p>	<p>Experience of working with or supporting learners with a visual impairment</p> <p>First Aid Training</p>
Skills and Attributes	<p>Good communication and inter-personal skills</p> <p>High ICT skills and the ability to learn new ICT skills</p> <p>Empathy with pupils across the age and ability range</p> <p>Capacity to deal sensitively with problems raised by pupils</p> <p>High expectations of pupils</p>	<p>Ability to generate ideas and drive initiatives</p>
Personal Qualities	<p>Self-motivated and reliable with a disciplined work ethic</p> <p>Ability to establish good working relationships and work well in a team</p> <p>Well organised and resourceful approach to work and have the ability to meet deadlines</p> <p>Ability to take responsibility for own actions and make decisions without referring to others on occasions</p> <p>Ability to remain calm and self-controlled under pressure</p>	<p>Forward-thinking approach</p> <p>Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations.</p>
Other Requirements	<p>Fully supportive of the College's Catholic tradition</p> <p>Commitment to the ethos of the College</p> <p>Commitment to safeguarding and well-being of all pupils</p>	<p>Commitment to the whole life of the College</p> <p>Able to promote the image of the College through an articulate and confident approach</p>



About the College

St Joseph's College is the leading independent day school for boys and girls aged 3 to 18 in Berkshire. It is fully co-educational and consists of the Senior School (ages 11 to 18) and the Prep School (ages 3 to 11). The Senior School and Prep School are located within a single campus.

Awards

The College has won several awards over the last two years including TES Independent School of the Year, Outstanding Progress at the Education Business Awards and Outstanding Leadership Team at the Leadership Awards.

Ethos

St Joseph's is a Catholic school welcoming pupils of every faith or no faith. Pupils are educated in an atmosphere where Christian values and standards are recognised and established. The size of our classes means everyone receives the individual guidance and support they need to achieve their potential. Staff, pupils and parents form strong links, with a focus on both the academic progress and the well-being of each pupil. We encourage all pupils to develop an awareness of their own role in society.

Points of Entry

The main points of entry to the school are at age 3, 11, 13 and 16. Entry into the Senior School is by formal assessment, and around 60% of applicants to the Senior School are from maintained primary schools.

Leavers' Destinations

The majority of Sixth Form leavers go on to their choice of university to study a diverse range of subjects. Examination results are strong and improving year-on-year, however our focus is very much on producing young adults who also have skills for life such as confidence, social skills and a good understanding of the world around them.

Recent Developments

During the past six years the Governors have taken a number of measures to develop the College. In addition to becoming co-educational these include an emphasis on marketing and a substantial investment in facilities, buildings and staff. Consistently rising pupil numbers provide momentum for growth and the confidence to make further investment.

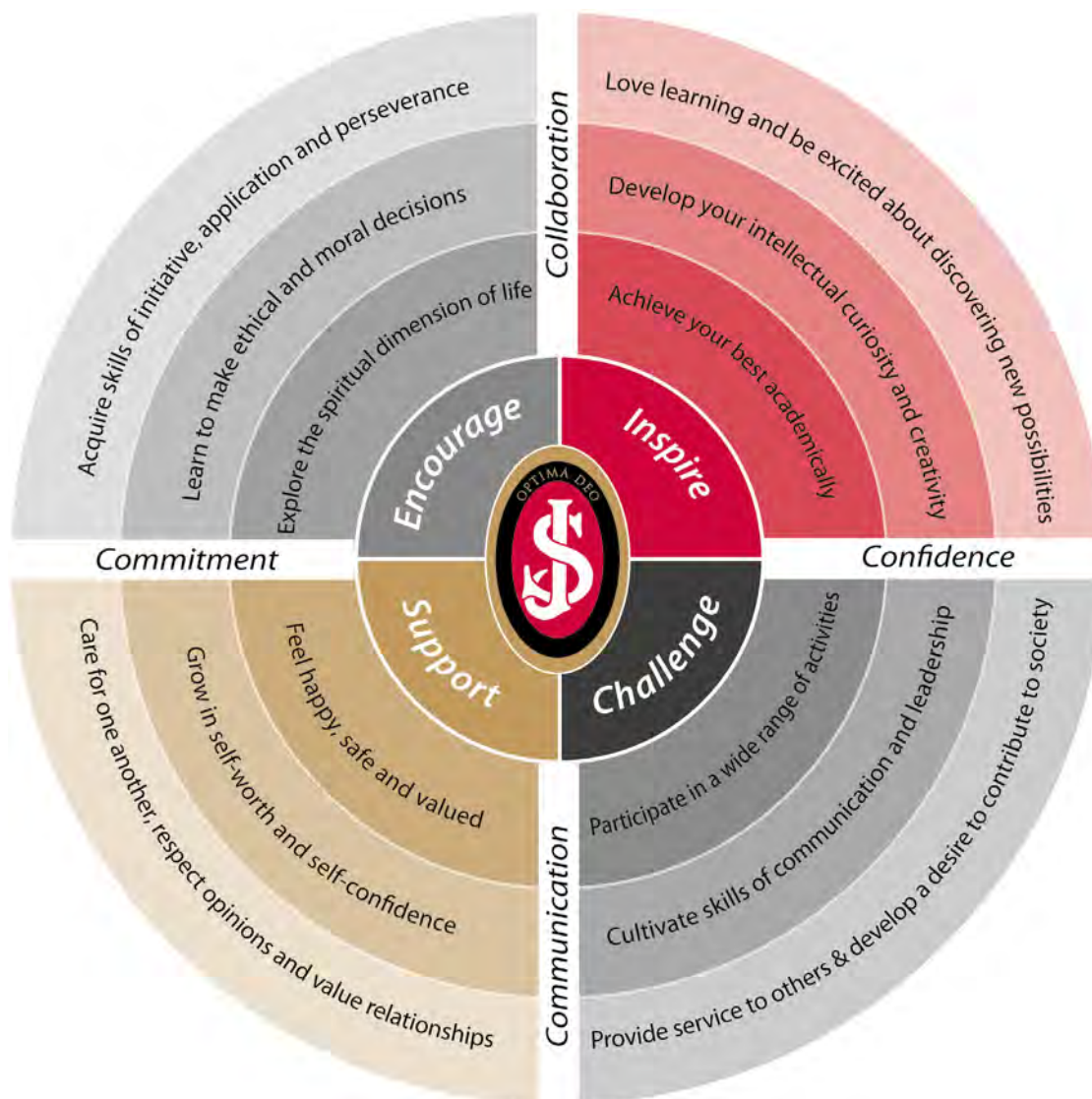
The Future

Looking to the future, St Joseph's will continue its ambitious plans to enhance and develop the College. However, we will ensure that as we grow, our caring ethos remains at the heart of the College. The warm and friendly nature, together with the way pupils display concern and respect for one another, are often commented upon by visitors and parents. We are proud of this and it is one of the most rewarding aspects of working here.



Our Mission and Aims

At St Joseph's, our mission is to encourage, inspire, challenge and support pupils to fulfill their potential in a community founded on Christian values.



We aim to develop life skills of commitment, collaboration, confidence and communication in each pupil, throughout each of their years at the school.

The College was inspected by ISI in February 2014

The main findings of the report states:

- Attainment is generally high in relation to pupils' abilities
- The curriculum plan provides pupils with a rich learning experience
- Teachers know their pupils well and offer care, support and guidance which is greatly appreciated by pupils and parents
- The personal development of all pupils throughout the College is excellent
- The relationships between staff and pupils and amongst the pupils themselves are friendly and supportive
- The Senior Leadership Team share a clear vision for future development



Why St Joseph's?

At St Joseph's we offer:

- A safe and happy environment in which academic and social skills are developed
- Education for boys and girls from age 3 to 18
- A varied curriculum and excellent facilities
- A strong sense of community
- High academic reputation
- Wide range of extra-curricular activities including a strong tradition of music and drama

St Joseph's is staffed by teachers who combine the best in traditional educational values with a sharp awareness of what is appropriate for pupils who need to be prepared for the twenty-first century. Our pupils are encouraged to be confident, questioning, independent learners, whilst at the same time developing a moral and spiritual sense of purpose in their lives and in their studies.

Salary

The College has its own salary scales, with starting salaries dependent on the experience and qualifications of the successful candidates. Salary scales are reviewed annually by the Governors, to ensure they remain competitive. Annual salary is paid by bank transfer on the last working day of each month, in 12 equal monthly instalments.

Non-contractual benefits

School fee reduction

Staff at St Joseph's College are eligible for a staff discount on basic tuition fees of 50% for full-time staff, pro rata for part-time staff, subject to their child(ren) meeting the entrance requirements.

Childcare vouchers

St Joseph's participates in the government's salary sacrifice childcare voucher scheme. Further details are available from the Bursar's office.

Cycle to work scheme

The school allows staff with an employment contract for 12 months or more to purchase a bicycle through this scheme. Further details are available from the Bursar's office.

Drinks and snacks

Tea, coffee and biscuits are available to all staff at break time, and there is access to hot drinks throughout the day. Snacks and light meals are provided to staff when working later in the evening for school events.

Lunch

A duty meal may be obtained from the Dining Hall between 12.00pm and 2.00pm.

Laptop

Teaching staff are loaned a school laptop to assist with their teaching and administration, and docking stations are available throughout the school.

Use of private vehicle

Subject to a journey being approved by the Bursar or Headmaster, staff can use their private vehicle for school journeys during working hours. The insurance will be under the school's insurance and staff can claim for mileage.

Car parking

All staff may park in the school car park, subject to the availability of a space. A valid school parking permit must be displayed clearly on the windscreen of any car parked onsite.

Counselling

Staff have access to a 24 hour telephone counselling helpline. In addition, the lay chaplain or visiting school counsellor may be able to see staff.

Legal advice

Staff have access to a 24 hour legal information telephone helpline, covering issues such as consumer rights, debt, tax and personal injury.

Healthcare helpline

A telephone based healthcare support service is available to all staff at no cost.

Swimming pool

Staff are permitted to use the school swimming pool during designated staff swimming sessions.

CPD and training

Professional development is nurtured and encouraged, and the school has a full annual INSET programme. There is strong support for new teaching staff. Newly qualified teachers can undertake their accredited NQT year through the Independent Schools Council programme and a number of members of staff have completed teaching qualifications whilst employed at St Joseph's.

Staff Room

There is a professional, friendly and supportive Staff Room, together with departmental workspaces throughout the school.

The above non-contractual benefits are currently available to staff. They are at the discretion of the Governors who reserve the right to withdraw them without notice.



Appointment Procedure

- Applications will only be accepted from candidates completing the College Non-Teaching Application Form in full, accompanied by a covering letter.
- The covering letter should illustrate specifically why you think you should be considered for this role, giving clear evidence of how your skills and experience meet the requirements of the role. You should give clear examples, and relate these to the job description and person specification.
- These should be emailed to recruitment@sjcr.org.uk or alternatively sent by post to Mrs Gravenor, Headmaster's PA, St Joseph's College, Upper Redlands Road, Reading, Berkshire RG1 5JT. Electronic application is encouraged and preferred.
- **The closing date for applications is noon on Thursday 1 October 2020 and shortlisted candidates will be invited for interview shortly after this date.**
- All offers of employment are subject to the receipt of two satisfactory references, one of which must be from your current or most recent employer. For shortlisted applicants for teaching posts, references may be taken up prior to interview.
- St Joseph's College employs personnel who are best qualified for the post without discrimination in respect of age, disability, race, gender or native origin.
- The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- Successful applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.
- A copy of the Non-Teaching Staff Application form and the College Recruitment, Selection and Disclosures Policy and Procedures can be found on the College website : www.sjcr.org.uk/417/community/work-with-us



Interview Process

- All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.
- During your visit you should expect to attend a number of interviews with different members of staff. We will also assess your suitability to work with children.
- In addition to formal interviews there will also be an opportunity for shortlisted candidates to tour the College and to meet prospective colleagues.
- If you are invited to interview for a teaching post, you will be required to teach a lesson which will be observed. You will be provided with a brief for the lesson beforehand.
- If you are invited to interview for a non-teaching post, the interview may include other forms of assessment such as administrative tests, a presentation, or a demonstration of relevant practical or other skills.
- The College requests that all candidates invited to interview also bring with them:
 1. A current driving licence including a photograph, or a passport
 2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address
 3. Where appropriate any documentation evidencing a change of name
 4. Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.



How to find us

- St Joseph's College is situated in central Reading, near the University and the Royal Berkshire Hospital. It is close to the M4 (Junction 11) and has excellent transport links.
- If travelling by train, the school is approximately 20 minutes' walk from Reading Station, or alternatively there are a number of local buses that stop close by.
- To accurately locate the College entrance at 64 Upper Redlands Road on some GPS satellite navigation systems it may be necessary to use the postcode RG1 5JP.



TES Independent
School of the Year 2015/16

Outstanding Progress Award
Education Business Awards 2016

Outstanding Leadership Team
Leadership Awards 2016

Shortlisted for TES Wellbeing Award 2019

Shortlisted for i25 Award 2019

Finalist for Independent
School of the Year 2019

ST JOSEPH'S COLLEGE, READING

0118 966 1000

www.sjcr.org.uk