

July/August 2019

Dear Applicant,

Thank you for your enquiry about our vacancy for a full time/substantive part-time Learning Support Assistant. I am pleased to enclose an application form and further information including the job description and further information on the school.

Our term dates are detailed in this pack and tend to reflect that of local schools, however, please be aware the Autumn term starts on Tuesday 27th August 2019 and ideally the successful candidate will be able to start as soon as possible.

Application forms must arrive by **9.00 a.m. on Monday 2nd September 2019** and interviews will take place later in the same week. Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form to Jacqueline Bowyer, Head of HR at the address below or by email to jbwyer@wmsf.ac.uk.

If you have any queries, please do not hesitate to contact Parita Khimasia, SENCO/Curriculum Area Leader for Learning Support on pkhimasia@wmsf.ac.uk.

Yours faithfully



Jacqueline Bowyer
Head of HR



Information on William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham but we soon attracted students from all over London. Over the last few years there has been a considerable increase in the number of local sixth forms but we still remain highly popular with students and parents and have always been oversubscribed. Over recent years we have had over 850 students on roll and we expect this to increase into the future. In order to accommodate growing student numbers, we have recently built an additional building to support our expanding SEN provision.

WMSF has a very particular identity - a sixth form provision embedded in the schools sector but with the ethos and environment of a sixth form college. We were an important pioneer for the "16-19 schools" legislated for in the Learning and Skills Act and in January 2002 we became the country's first 16-19 school. We were delighted at this recognition of our achievement and a number of other sixth form schools were opened around the country, following our successful model. We recently led on the development of a national framework for 16-19 academies and carefully considered becoming an academy ourselves. However, after extensive consultation and exploration, our governing body recently decided to remain as a community 16-19 school.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve, develop and progress.

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 1, 2 and 3. Individual students' learning programmes enable combinations of academic and vocational courses where appropriate. We have a large and exciting AS and A level provision with nearly 40 different advanced subjects and are delighted at the number and calibre of our A level students. The establishment of vocational courses at advanced level has been equally important and we currently offer a number of Applied A levels and BTEC courses.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who need to improve their basic qualifications. This includes a large provision for students to re-sit English and Maths at GCSE. One of our major priorities is to tackle under-achievement and offer a fresh start - often to students disaffected by school who have poor attitudes to attendance, punctuality and lack basic skills. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 64 students with statements or EHC plans and over 100 students on K-SEN (formulary known as School Action. We also offer EAL teaching and literacy support for many students to ensure success on their courses.

Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped Learning Resource Centre staffed by 4 highly qualified professionals. Curriculum area leaders and subject leaders have the specific responsibility of being 'lead teachers' i.e. leading practitioners in their area. We have a very exciting CPD programme, which continues to expand and we have partnerships with local schools which reflects our role as a key member of a local Teaching Schools Alliance. The focus for staff development is in the various teams in which staff work – in curriculum area teams, course teams, cross-institutional teams (e.g. tutors), and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed Newly Qualified Teachers (NQTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students, as well as participating in the national School Direct programme.

All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Moodle as our VLE and have external access for staff and students to our learning materials and email. One of our main priorities is to support individual teachers in developing their IT skills. All teaching rooms have electronic whiteboards and many are equipped with a full set of computers for student use or have access to a set of laptops or iPads.

Tutorial Work

It is our policy that all teachers are tutors. Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 84% of A2 & V2 students' progress to university each year including into the most prestigious institutions. Recently, for example in 2016, students have progressed to study Politics at London School of Economics, History at Oxford University and many more. Tutors play a vital role in raising their aspirations and helping them through the process. Expert support is provided for tutors by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities. The development of skills for tutors is an important aspect of our staff training programme.

Achievements So Far

When we opened in 1994, at a time of increased competition in the post 16 sector, we needed to establish WMSF very quickly as a centre of excellence and an attractive and exciting place for young people to continue their education. We succeeded, and are now recognised as a leading provider of 16-19 education in West London. We regularly host visits from education professionals from overseas who are keen to see our approach to "inclusive excellence" in the post-16 state sector.

Our examination results and vocational course outcomes have always been strong. Our A level and vocational pass rates have always been close to or above the national average. Results at level 1 and 2 are usually significantly above national average including for re-sit GCSE English and Maths - an important indicator that we are achieving our prime aim of raising achievement in West London and beyond. Our internal progression rate from level 1 and 2 courses is usually around 80% and our retention rate at all levels has always been well above 90%. Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.

Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and welcome the challenge of “turning round” those who have previously not fulfilled their potential. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF. We always try to employ high quality staff with equal commitment and who share our philosophy.

Best wishes

Matthew Coulbeck
Principal

Learning Support Curriculum Area

We are a friendly, enthusiastic and innovative team who work hard together to provide an outstanding student experience.

There are currently two fully qualified learning support teachers, three higher level teaching assistants, seven learning support assistants and the support of an administrator. The learning support area is based in the newly opened SEN facility with a large study area with PCs and a smart TV. This room is used by students for extra support, for one to one sessions with support teachers and for small group teaching.

The learning support area provides support for students, in all areas of the curriculum and at all levels, both in class and individually or in groups out of class. We aim to provide a calm and caring atmosphere where students feel able to come at any time and use the support available.

We encourage and enable students to develop the academic and practical skills they will need now and in the future and believe this will give them the knowledge and confidence to make realistic choices for themselves. We are committed to promoting equal opportunities and to fostering an ethos in which each student's language and culture is valued and all students are accorded equal respect.

Our key strengths are:

- Excellent staff/student relationships.
- Staff with expertise in a number of conditions such as autism and dyslexia.
- A friendly base area that is welcoming to all students.
- Staff with expertise in different vocational areas.
- A well-resourced base area with PCs and smart TV
- Strong links with English and literacy support
- Opportunities for staff to lead training and take part in our CPD programme.
- A highly effective and efficient annual review process.
- A high level of parental engagement.
- Enthusiastic staff with a passion for supporting students and raising achievement.
- Strong links with other schools and a highly effective transition process for students with special educational needs.

If you would like any further information, please do not hesitate to contact me.

Parita Khimasia

SENCO and Curriculum Area Leader for Learning Support

pkhimasia@wmsf.ac.uk

Job Description

Job Title:	Learning Support Assistant
Responsible to:	Curriculum Area Leader, Learning Support
Scale:	3/4

Job Purpose

1. To acquire and draw upon the knowledge of differing types of special needs in order to develop an understanding of the specific needs of the learner;
 2. To take account of the special needs involved, and to aid the learner to learn effectively;
 3. To support the learner in non-educational activities;
 4. To establish a supportive relationship with the learner.
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Description of Duties/Responsibilities

1. Supporting the learner in class using specialist skills, knowledge and experience: -
 - Clarifying and explaining instructions;
 - Helping concentration on tasks and finishing work set, including recording of homework tasks in student organiser;
 - Meeting learning, social and physical needs as required whilst encouraging independence;
 - Liaising with teachers, tutor and LS staff to devise appropriate strategies as outlined in the learner's Statement of Special Educational Needs;
 - Preparing materials for use for lessons, as requested;
 - Note-taking, as required.
2. Supporting the learner in non-educational activities as appropriate, e.g.: -
 - Arrival and departure from College;
 - Break and lunchtimes;
 - On/off site activities including trips and outings.

3. Supporting the learner in 1-1 sessions: -
 - To complete coursework and classwork;
 - To pre-teach material provided by the subject teacher, as appropriate;
 - To discuss with the learner any aspect of their course to lead to understanding or reinforcing of the learner's self-esteem.

4. Supporting William Morris Sixth Form by: -
 - Contributing to reviews of the learner's progress through monitoring and evaluating, providing feedback, observations, etc.;
 - Participating in training and other learning activities and performance development, as required;
 - Liaising, advising and consulting with others including colleagues, external agencies/professionals, etc in order to support the learner;
 - Developing a relationship to foster links between home and college, where appropriate;
 - Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

In order to deliver services effectively, a degree of flexibility is needed and the post-holder may be required to perform work not specifically referred to above. Such duties, however, will be within the scope of the post at the appropriate grade.

Scale 4 LSAs have the following additional Duties/Responsibilities:-

- Support in whole class teaching in consultation with the class teacher;
- Provide advice and support to a specific subject area using acquired subject knowledge regarding the progress and learning of students with SEN;
- Contribute to the enrichment provision;
- Establish a supportive relationship and be the designated LLS member of staff to a group of learners with medical or other needs;
- Contribute and advise in curriculum area meetings and tutor team meetings;
- Attend specialist training on a particular area of SEN;
- Use specialist skills, knowledge and experience of a particular SEN difficulty to meet the needs of students.

Scale 3 LSAs with at least two years' experience at WMSF, can apply to go through the threshold to Scale 4 as part of the annual performance appraisal cycle.

Person Specification

Job Title:	Learning Support Assistant
Responsible to:	Curriculum Area Leader, Learning Support
Scale:	3/4

The ideal candidate will be able to demonstrate the following: -

1. Relevant experience and/or qualifications;
2. Experience of working with learners within an educational setting particularly in a multicultural environment;
3. An understanding of young people and a desire to help them achieve their best;
4. Experience to organise and prioritise a varied workload, work independently and plan ahead;
5. Experience to work effectively as part of a team;
6. Excellent communication skills, both orally and in writing;
7. Evidence of commitment and contribution to the implementation of equal opportunities policies;
8. Willingness to undertake training, as required, e.g. Braille;
9. To attend staff meetings, participate in performance management arrangements and undertake training and development activities;
10. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information;
11. To undertake tasks of a similar nature and level, as directed by the SENCO.

**Term Dates for 2019-20
William Morris Sixth Form**

	First Day	Half Term	Last Day	No of Days
AUTUMN 2019	Tuesday 27 th August 2019	Mon 21 st Oct – Fri 25 th Oct 2019	Tuesday 17 th Dec 2019	76
SPRING 2020	Monday 6 th January 2020	Mon 17 th Feb – Fri 21 st Feb 2020	Friday 3 rd April 2020	60
SUMMER 2020	Monday 20 th April 2020	Mon 25 th May – Fri 29 th May 2020	Friday 10 th July 2020	54
TOTAL				190

Enrolment of new students will commence from Thursday 22nd August 2019 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include five staff training days which will be held during 'twilight sessions' after the school day.

**London Borough of Hammersmith and Fulham
Community Secondary Schools**

	First Day	Half Term	Last Day	No of Days
AUTUMN 2019	Monday 2 nd September	Mon 21 st Oct – Fri 25 th Oct	Thursday 19 December	74
SPRING 2020	Monday 6 January	Mon 17 th Feb – Fri 21 Feb	Friday 3 April	60
SUMMER 2020	Monday 20 April	Mon 25 th May – Fri 29 th May	Tuesday 21 July	61
TOTAL				195

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre- Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below:-

- **Declaration of Previous Convictions**

The **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended** makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

- **Disclosure and Barring Service Check (DBS)**

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99. A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences. Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

- **Qualifications/Registration with a Professional Body**

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

- **References**

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Under no circumstances will Open References (i.e. addressed "to whom it may concern") be accepted.

- **Eligibility to Work in the UK**

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Residents of the European Economic Area (EEA) will be able to provide evidence by presenting a valid passport. Residents from the 8 Accession States must be registered with the **Accession State Workers Registration Scheme**.

Further information about the scheme can be obtained from www.workingintheuk.gov.uk or by telephoning 08705 210 224.

- **Medical Assessment**

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.