



Our vision

Valued, Inspired, Prepared

Our values

We shape our learners to be:

safely independent

confident communicators

respectful citizens

resilient learners

inquisitive thinkers

Our ethos

The Westhaven Way



Information for candidates

About our school

Westhaven School is a maintained community special school for pupils aged between 4 and 18 years who have an Education, Health and Care Plan (EHCP). Built on an ethos of family support, personalised learning and commitment to the needs of the whole child, the last 50 years has seen it excel in new enterprises and we have recently expanded in both number and age range.

Our learners have varying aptitudes and abilities; we are extremely proud of all their achievements and progress. Our learners have a range of Special Educational Needs and Disabilities (SEND) including: Autism (ASC); Cognition and Learning needs; Attention Deficit Hyperactivity Disorder (ADHD) and Speech, Language and Communication Needs (SLCN). We seek to ensure that, by the time they leave us, our learners emerge as self-confident individuals able to manage their own learning; equipped with the skills and competencies to successfully take the next steps in their lives.

We are a friendly, happy and caring school, providing a positive, inclusive and enriching educational experience for our young people. We view each of our learners as unique and shape our provision to meet their individual needs and accelerate their progress in a variety of areas e.g. personal, social, academic and well-being. Our commitment to supporting the 'whole' child and their development is underpinned by our strong pastoral systems and our committed and trained staff. At Westhaven we promote inclusion and equality and celebrate diversity.

Our mission statement is 'Valued, Inspired, Prepared'.

What we can offer you:

- A dedicated staff team committed to achieving the best for our learners.
- A caring and supportive special school community that is open to new learning and development.
- A supportive, warm and welcoming team.
- Excellent CPD and training opportunities.



Letter from the Head of Lower School

Thank you for your interest in the advertised position at Westhaven.

Westhaven School is a unique and diverse specialist provision, and a wonderful place to work. We are a large staff with over 100 people working closely together to offer the best we can for our children. Despite the size, Westhaven has a calm and purposeful ethos where provision thrives to be of the highest standard. There is a wealth of experience across the school and whether this is your first post or you are further down your career,

Westhaven will have something to offer that very few other schools can provide.



Lower School encompasses our Primary provision, which currently consists of five classes of key stage one and two learners. Each class traditionally has one teacher and two learning support assistants, depending on the size and need of the learners.

The class that this post is advertised for has six learners with severe, complex needs. They receive a fully adapted sensory focused curriculum, and have a high staff ratio. They are fun, playful and such a delight to work with, watching them progress over the years has been more than wonderful! We can't wait to add to their staff team, could you be the missing piece?

You will find details about this post in this information booklet, but if you require any further information do not hesitate to contact: Trudy Hudson, PA to the Head Teacher by email – trudy.hudson@westhavenschool.org.uk

To apply for the position, please complete an application form, available in the recruitment section of our website, www.westhavenschool.org.uk along with an accompanying letter.

Kindest regards

Tammy Chaplin

Head of Lower School – Westhaven School

JOB DESCRIPTION

Key Stage 2 – Learning Support Assistant

Responsible to: Head of Lower School and KS1 & 2 Lead

Pay Scale: JG3

JOB PURPOSE:

- To provide support for learners, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes;
- To encourage learners to become independent learners, to provide support for their welfare, and to support the inclusion of learners in all aspects of school life.

ORGANISATIONAL CONTEXT

The post holder is expected to work effectively with teachers and other support staff to contribute positively to the overall provision for the learners within KS2 and to lead sessions under the direction of the teacher.

MAIN RESPONSIBILITIES

- To be able to model excellent communication and interpersonal skills
- To be flexible and able to adapt to the needs of the learners
- To support the class teacher and team to ensure the smooth running of the classroom, including preparing resources for and delivering lessons and setting out activities and equipment for learning
- To support learners within the setting with their personal care requirements
- To support the class team in ensuring the classroom and outside area is kept clean and tidy
- To provide clerical/admin support e.g. photocopying, filing, making phone calls to parents etc
- To actively engage in CPD and learning opportunities

GENERIC ITEMS

- To undertake any other duties commensurate with the grade of the post
- To be aware of and understand the Council's Comprehensive Equality Policy and Race Equality Scheme and ensure at all times that the duties of the post are carried out in accordance with the policy.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies.

WORK CONTROL, SUPERVISION AND WORK PLANNING

Working under the supervision of the Class Teacher and the Head of Lower School.

CONTACTS AND COMMUNICATION SKILLS

The post holder will have regular contact with children, families or carers and colleagues. They may occasionally be required to have contact with other professionals from partner agencies. The post holder must have the ability to engage and build relationships with children, colleagues and parents/carers.

QUALIFICATIONS AND EXPERIENCE

(Please see the person specification)

GENERAL

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out.

ADDITIONAL INFORMATION

Some of the work undertaken within the school is of a highly confidential nature. The postholder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the school they may on occasions be exposed to information that they may find upsetting. Some posts require the post holder to exert more physical effort and or strain than that which is normally used in a standard office environment.



PERSON SPECIFICATION

ASSESSMENT CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Candidate will have a qualification in Literacy and Numeracy equivalent to GCSE Grade A*-C or Level 2, on the national vocational framework. NVQ/VRQ Level 2 Teaching Assistant qualification.	Working towards NVQ/VRQ Level 3 Teaching Assistant qualification.

WORK RELATED EXPERIENCE & ASSOCIATED VOCATIONAL TRAINING	Experience working as a Learning Support Assistant in a school.	<p>Extensive experience as a Learning Support Assistant in a school with a specialism in specific developmental or behavioural initiatives</p> <p>Working with students of any age within an appropriate context.</p> <p>Experience of using supportive ASD/Speech and Language techniques</p>
SPECIALIST KNOWLEDGE	Basic ICT skills	Knowledge of Google Suite
JOB RELATED SKILLS	Excellent and effective communication skills	
PERSONAL SKILLS	<p>Ability to work flexibly within a team and motivate students.</p> <p>Demonstrate a positive attitude.</p> <p>Reliability, motivation and resilience under pressure.</p> <p>Attendance at directed times.</p>	<p>Knowledge of</p> <ul style="list-style-type: none"> • Child Protection procedures • SEN code of practice <p>Occasional attendance at events beyond school hours, by agreement.</p>
SPECIAL WORKING CONDITIONS	May be required to use safety intervention techniques after receiving appropriate training.	
OTHER	Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed)*	Be willing to run an after school club or be a lunch time supervisor