



Broughton Hall Catholic  
High School

# Information Pack

## Learning Support Assistant (Sensory Room)

**Start Date:** As soon as possible

**Closing Date:** 2<sup>nd</sup> October 2023 at 12 Noon

**Shortlisting Date:** 2<sup>nd</sup> October 2023

**Interview Date:** 9<sup>th</sup> October 2023

**Salary Scale:** NJCJE Grade 3: SCP 5 - 9  
£21,575 - £23,194 FTE

**Contract:** Permanent / Term Time  
(39 weeks to include 5 Inset days)

**Hours:** Full Time (35 hours per week)

<http://www.broughtonhall.com/information/vacancies.php>

## Broughton Hall Catholic High School

Founded in 1928 under the trusteeship of the Sisters of Mercy, Broughton Hall Catholic High School, an all-girls Catholic secondary school in Liverpool, provides the very best in modern education based on the Gospel values of mutual respect and care.

The central aim of our school is to provide excellent educational opportunities enabling each pupil to develop their God given talents, to grow in confidence and self-esteem and to fulfil their potential.

As a Catholic school Broughton Hall centres its mission on the person of Jesus Christ, and promotes the Gospel values throughout the school community and in all aspects of school life: spiritual, academic, pastoral, and personal. By proclaiming and living out the faith of the Catholic Church, we support each other in shared experiences of teaching and learning, prayer, worship and charity. Our mercy values permeate throughout our community.

Our facilities are bright, spacious, high tech and designed to meet the needs of all our pupils. We have a separate 6<sup>th</sup> Form facility, which is shared with our neighbouring boys school Cardinal Heenan Catholic High School. A full range of extra-curricular activities are provided to further the creative, sporting and academic talents of each pupil and offer Outward Bound and Duke of Edinburgh Award schemes as well as the opportunity to attend educational visits and residential trips.

We pride ourselves on our high expectations of all pupils and have an **'Ambition for All'** policy. Whatever your role within the school, you will share these values and be able to encourage and motivate pupils with your passion, presence and personality.

Our school motto **'Cor Unum et Anima Una'** - One Heart and One Mind, reflects the strong sense of community amongst pupils, staff, parents and Governors.

## We Offer

- Pensions Scheme – Teacher Pension Scheme for teaching staff or Merseyside Pension Fund for support staff
- Regular training and development programme
- Access to occupational health and well-being services
- Cycle2Work Scheme
- Tax Free Childcare Vouchers
- Supportive work environment where all staff are valued

And that's not all, we place the outcomes of the children in our school at the heart of everything we do, so you'll wake every day in the knowledge that your role will have a significant positive impact on the lives of others.

## Equal Opportunities

Broughton Hall Catholic High school is an equal opportunities employer.

We welcome applicants from all backgrounds and value everyone as an individual. We are committed to organisational practices, which promote diversity and inclusion for all employees and volunteers regardless of age, gender reassignment, marriage or civil partnership status, pregnancy and maternity status, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, or sexual orientation. Connecting these differences creates a productive environment in which everyone feels valued.

Monitoring information in relation to job applicants will be to assist us in equality monitoring. The recruitment panel will not have access to job applicant's monitoring information.

To assist us in monitoring the operation of equal opportunities policy, and for no other reason, please ensure you complete and submit the Equal Opportunities Monitoring Form with your application form.

## Safeguarding & Enhanced DBS Checks

Broughton Hall Catholic High School is committed to safeguarding and promoting the welfare of young people and expect all pupils, staff, volunteers and visitors to share this commitment

All posts are subject to an enhanced DBS check and full pre-employment checks to comply with the current Keeping Children Safe in Education statutory guidance for schools.

All staff will be expected to follow Broughton Hall Catholic High School's child protection policies, code of conducts and managing allegations against staff procedures.

All roles in school, including this post, are exempt from the Rehabilitation of Offenders Act (ROA) 1974. The Ministry of Justice's guidance on Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 provides information about which convictions must be declared during job applications and can be accessed [here](#).

All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules. Information about filtering offences can be found in the DBC Filtering Guide, which can be accessed [here](#).

By engaging in this recruitment process, shortlisted candidates consent to an online search in line with the Keeping Children Safe in Education Statutory Guidance 2022.

## Welcome

Thank you for your interest in the position of Learning Support Assistant (Sensory Room). This pack has been designed to help you should you choose to submit an application form, which we sincerely hope you do. We hope it answers your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application process.

Broughton Hall Catholic High School is the largest all-girls school in Liverpool and serves many different areas making us a vibrant a diverse school. In November 2022 Ofsted inspectors acknowledged the work taking place at Broughton Hall. Pupils are proud to be part of Broughton Hall Catholic High School and enjoy strong relationships with their teachers and pastoral staff.



We work hard to ensure Broughton Hall Catholic High School remains a friendly and welcoming environment for all those who work, study or visit here and staff do all that they can to help pupils do well in school. We hope that you are the person we are looking for to bring creativity and innovation to the role.

Our Governors are seeking to appoint an enthusiastic and committed Learning Support Assistant to our dedicated and caring SEND Team. The role will include a range of responsibilities as well as working in partnership with class teachers to support learning with individual students under the direction of teaching staff. The successful candidate will be required to support pupils in the sensory room, ensure pupils attend lessons, helping regulate outside the class room where appropriate and follow individualised programmes of support.

We believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and look to offer nurturing and enriching experiences to enable to the development of the whole child and look forward to welcoming the right person to our team.

We look forward to hearing from you.

Gerard Preston  
Head Teacher

**LEARNING SUPPORT ASSISTANT (SENSORY ROOM)  
FULL TIME / TERM TIME**

<b>SALARY:</b>	NJCJE Scale 3 points 5-9, £21,575 to £23,194 full time equivalent
<b>CONTRACT TYPE:</b>	Permanent
<b>CLOSING DATE:</b>	2 <sup>nd</sup> October 2023 at 12 noon
<b>INTERVIEWS TO BE HELD:</b>	9 <sup>th</sup> October 2023
<b>START DATE:</b>	As soon as possible

Governors wish to appoint an enthusiastic and committed Learning Support Assistant to our dedicated and caring SEND Team. The roles will include a range of responsibilities as well as working in partnership with class teachers to support learning with individual students under the direction of teaching staff. The successful candidate will be required to support pupils in the sensory room, ensure pupils attend lessons, helping regulate outside the class room where appropriate and follow individualised programmes of support.

We believe that to enable our pupils to learn effectively, they need to feel safe in their environment and be both socially and emotionally ready to learn. We understand the importance of holistic development and look to offer nurturing and enriching experiences to enable to the development of the whole child and look forward to welcoming the right person to our team.

This post is subject to satisfactory references being received and a satisfactory Enhanced Disclosure being obtained from the Disclosure and Barring Service (DBS).

Application forms, together with a job description are available from the school's website.

Our Trustees are the Sisters of Mercy.

How to Apply:- Please complete the school's Application Pack and email to [smithg@broughtonhall.com](mailto:smithg@broughtonhall.com)

All posts are subject to an enhanced DBS check together with full pre-employment and on-line checks to comply with the current Keeping Children Safe in Education statutory guidance for schools.

All staff will be expected to follow Broughton Hall Catholic High School's child protection policies, code of conducts and managing allegations against staff procedures.

Induction, support and training will be offered to the successful candidate.

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*Broughton Hall Catholic High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## Learning Support Assistant (Sensory Room)

<b>Reporting to:</b>	Headteacher, Senior Leadership Team, SENCO, Head of Department and Class Teacher as appropriate.
<b>Purpose:</b>	<p>To be part of the learning support service, supporting the inclusion of pupils with Special Educational Needs Disabilities (SEND) through the academic, personal and behavioural elements of school life, adapting and delivering support to meet individual needs.</p> <p>To provide timetabled support and guidance to SEND students with a range of complex needs and advance students learning in the sensory room and a range of classroom settings, providing ongoing support outside the classroom with one-to-ones and group sessions and specialist enrichment programmes.</p>
<b>Areas of Responsibility:</b>	<p><b>Sensory Room:</b></p> <ul style="list-style-type: none"> <li>• To ensure the sensory room is used in a manner that proactively supports and responds to the student's sensory needs.</li> <li>• To actively supervise and engage pupils in sensory activity when using the sensory room.</li> <li>• Support pupils safe use of the sensory room and to engage in learning according to the pupils needs.</li> <li>• Support the Ready to Learn Team engaging with pupils to identify pastoral issues and ensure pupils are ready to learn and following school policies.</li> <li>• Ensuring pupils arrive at lessons on time, escorting where necessary.</li> <li>• Supporting pupils to regulate outside the classroom when using their time out pass.</li> <li>• Checking in with pupils throughout the day to ensure they remain calm and engaged in learning.</li> </ul> <p><b>Supporting pupils:</b></p> <ul style="list-style-type: none"> <li>• To assist the SENDCo and team to develop ambitious and stretching targets for students with a range of needs.</li> <li>• To work with the SEND team and teachers to implement Learning Support Plans/ Pupil Passports and develop resources for students who have Special Educational Needs (SEN), an Autistic Spectrum Disorder (ASD), English as a second language (EAL), speech or language impairments (SLCN) or behaviours that interfere with learning and/ or relationships (SEMH).</li> <li>• To contribute to Annual Reviews, Learning Support Plans and other reporting to outside stakeholders as required.</li> <li>• To support learning and personal development through one-to-one and small-group teaching, and other supportive relationships.</li> </ul>

- To deliver individual and group intervention programmes which provide a range of strategies that will motivate, challenge and empower further learning and will help students to make positive changes.
- Support students to manage transitions in their lives.
- Respond to the needs of pupils who have experienced trauma.
- To observe, record and feedback information on student performance.

#### **Supporting Learning & Inclusion:**

- To promote inclusion and acceptance of all students in the school, including those with learning, physical, or social and emotional difficulties.
- To support student's successful transfer between educational establishments and at key stages in their learning. Support with the transition of new and mid-term entrants to the school.
- Support the inclusion of those students with SEND in relation to their Social, Emotional and Mental Health.
- To assist with classroom teaching, supporting children with specific needs to facilitate their understanding of mainstream teaching and learning.
- To plan, deliver and assess small-group and one-to-one teaching and interventions.
- To monitor the 'whole child', including the social and emotional well-being of vulnerable students.
- To assist in creating materials for curriculum delivery and display boards.
- To reinforce expectations at all times and challenge poor behaviour within and outside the classroom.
- To support extracurricular activities including homework support, supported lunchtime and after-school enrichment activities.

#### **Work in Partnership:**

- To work with teachers to assess the needs of individual children.
- To develop and maintain appropriate contact with the families and carers of students with SEND needs and to keep them informed about the pupil's progress, and to secure positive family support for the pupil.
- To contribute to the safeguarding and protection of children and young people from abuse.
- To meet regularly with the line manager to discuss key students and other LSA activities, make use of advice and supervision to develop competencies.
- To communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- To keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.

#### **Other Support:**

- To supervise students in playgrounds, lunchrooms, and around the school building.
- To assist with follow-through for related services, e.g., speech/ language therapy, occupational therapy, physical therapy.

	<ul style="list-style-type: none"> <li>• To complete the administrative duties relevant to the role of learning mentor; including planning, record keeping, data entry and reports.</li> <li>• To maintain student and family confidentiality at all times.</li> <li>• To attend regular meetings, training and briefings, as required, and contribute to the identification and sharing of good practice between individuals to enhance mentoring provision.</li> <li>• Where required, to cover for absent colleagues and ensure the school runs smoothly.</li> <li>• To undertake other reasonable duties as directed by Line Manager/ SLT.</li> <li>• First Aid and Invigilation as required (and support with Exam Access Arrangements)</li> </ul> <p><b>School Culture:</b></p> <ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support and contribute to its Catholic mission and ethos and to encourage and ensure staff and students follow this example.</li> <li>• Help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.</li> <li>• To attend relevant in-service training.</li> <li>• Actively promote, comply and adhere to all school policies.</li> <li>• Demonstrate willingness to support new initiatives within the school.</li> <li>• Participate fully in training, learning development and the school's performance management system for support staff.</li> </ul>
<b>Supervision:</b>	To work under the supervision of the classroom teacher, taking large or small groups as appropriate.
<b>Disclosure level:</b>	Enhanced
<b>Contract:</b>	Permanent/Full-Time (35 hours per week) Term-Time (39 weeks to include 5 Inset Days)
Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.	

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



## Person Specification

### Learning Support Assistant (Sensory Room)

Qualifications	Essential	Desirable
Qualified to work in the UK	✓	
NVQ 2 or equivalent qualifications or relevant experience	✓	
5 GCSE's or equivalent, Grade C/ 4 or above, including English, Maths and Science	✓	
Qualified First Aider (or willingness to undertake training)	✓	
Abilities	Essential	Desirable
The ability to communicate well, to work as a member of a team, and able to have effective working relationships with students, staff and parents	✓	
The ability to contribute to the wider work of the school and other activities.	✓	
Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation.	✓	
Ability to be resilient and flexible and to try different approaches with children whose needs may be very different.	✓	
The ability to develop positive working relationships with all young people.	✓	
Ability to plan, monitor, evaluate and review all interventions with students.	✓	
Skills	Essential	Desirable
Using a sensory environment and resources		✓
The ability to lead, coach and motivate students within the systems and structures in school, challenging underperformance whilst building self-esteem.	✓	
Excellent written communication skills, a professional and clear written style.	✓	
Highly developed ICT skills; the ability to use Outlook, Excel, Word, PowerPoint with a high level of proficiency.	✓	
Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff, parents and other professionals.	✓	
Values and respects the views and perceptions of young people and knows how to respond appropriately to what they are communicating.	✓	

Well-developed planning & organising skills including time management, prioritisation, delegation and administration.	✓	
Sound judgement and problem-solving skills.	✓	
An ability and willingness to support teaching across more than one subject.	✓	
An understanding and empathy towards individuals with ASD and wider SEND needs.	✓	
<b>Motivation</b>	<b>Essential</b>	<b>Desirable</b>
Willing to be fully engaged in the whole life of the school including extra-curricular activities.	✓	
Committed to the personal professional development of themselves and of others.	✓	
Committed to teamwork and working collaboratively with colleagues.	✓	
A commitment to the safeguarding and welfare of all pupils.	✓	
Experience of working with students with specific learning difficulties.		✓
Experience or knowledge of the National Curriculum and the National Literacy and Numeracy Strategies and of intervention or 'catch up' programmes		✓
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
The ability to enthuse and inspire others.	✓	
Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.	✓	
Confidence and self-motivation to work well and be decisive under pressure.	✓	
Genuine belief in the potential of every student.	✓	

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Head Teacher. In addition, candidates should understand their role may well broaden and that all roles will be reviewed regularly to ensure the team is working as efficiently as possible.

