



Clifton High School

CANDIDATE INFORMATION
LEARNING SUPPORT ASSISTANT



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BEYOND A SCHOOL, a place to belong



AN INTRODUCTION TO OUR SCHOOL

Clifton High School is future-focused with traditional values. Located in the heart of the beautiful and picturesque Clifton Village in Bristol, we are a mid-sized, all-through, independent school, educating boys and girls aged 3-18 years.

‘Realising Individual Brilliance’ is more than a tagline at Clifton High School; it is an aspect of education we truly believe in and see exemplified every day. Each child's unique talents and qualities are nurtured and celebrated in ways bespoke to them as an individual.

Clifton High School is renowned for its strong pastoral and family ethos. The safety and well-being of each pupil is our priority, ensuring emotional and personal development is given the same level of importance as academic achievement.

Our community rapport, teacher encouragement and continuous support create an atmosphere where children and young people develop happily and progress successfully. Parents often comment on the excellent relationships between staff and pupils as “relaxed yet always respectful”.



JOB DESCRIPTION

Job Title:	Learning Support Assistant
Department:	Enhanced Learning
Reports to:	Head of Enhanced Learning (SENCO)

PRIMARY PURPOSE OF THE ROLE

The Learning Support Assistant (LSA) supports teaching staff in delivering high-quality and inclusive education and ensuring pupils, particularly those with Special Educational Needs and Disabilities (SEND), can access learning effectively. The LSA will play a key role in supporting individual pupils to develop independence and confidence in their learning, whilst contributing to their academic, social and emotional development. The successful candidate will join a reflective and collaborative Enhanced Learning Development (ELD) team committed to continuous professional development and inclusive excellence.

SAFEGUARDING

Clifton High School staff will be committed to safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School when in their charge and care. They will also ensure that any volunteers they have engaged to work with the children and young people are also committed to safeguarding and are fully aware of the School's policies and procedures beforehand.

TERMS AND CONDITIONS SPECIFIC TO THE ROLE

Full time, term-time only role.

37.5 hours per week, Monday to Friday 8:15am to 4:15pm with a 30-minute lunch break per day. Some flexibility in working hours will be required to support potential additional training or meetings outside standard hours. Time Off In Lieu (TOIL) is available to balance any additional hours worked, with potential additional training or meetings outside standard hours.

May involve supporting pupils indoors/outdoors, during co-curricular activities, and across various curriculum areas.

There is a pension scheme for all Business Support Staff and a School Fee Remission Scheme may also be available. All staff are entitled to a two-course daily lunch during term time and refreshments throughout the School day.



MAIN RESPONSIBILITIES

1. Support for Pupils

- Provide one-to-one and/or small-group support to pupils both inside and outside of the classroom, to enable full access to the curriculum and promote progress and independence
- Assist pupils with learning, communication, social, emotional and physical needs, adapting support strategies to meet individual requirements using a relationship-based approach
- Support pupils in using assistive technologies and adaptive learning tools to maximise independence and access to the curriculum
- Support the implementation of Individual Education Plans (IEPs), Education, Health and Care Plans (EHCPs), and targeted intervention programmes, with support from teachers and under the guidance of the SENCO
- Encourage pupils' confidence, independence and inclusion by promoting positive interaction with peers and adults within the School community
- Work with pupils in the lead-up to and during assessments and examinations, by helping them to manage their revision time, develop effective revision strategies and coping mechanisms, in addition to collaborating with the SENCO in the administration of internal assessments for pupils with SEND, including the provision and evidencing of examination access arrangements
- Monitor pupils' progress and wellbeing, recording observations and providing evidence for the SENCO to feedback to teaching staff to support effective assessment and planning
- Support pupils during non-classroom activities such as break times, lunchtimes, educational visits, and co-curricular activities, ensuring safety and inclusion at all times

2. Support for Teachers

- Work under the guidance of the class teacher to support lesson delivery and learning activities within the classroom
- Assist teachers with the preparation and adaptation of learning resources to meet diverse learning needs.
- Provide objective feedback for the SENCO to provide feedback to teachers regarding pupil engagement, progress and any concerns that may impact learning or wellbeing
- Support assessment processes, such as facilitating the implementation of Exam Access Arrangements and contributing to review meetings when required
- Assist the class teacher in managing classroom organisation and routines to ensure a calm, purposeful and inclusive learning environment



MAIN RESPONSIBILITIES CONTINUED

3. Support in the Classroom and School Environment

- Contribute to creating and maintaining a safe, supportive and inclusive learning environment that promotes positive engagement
- Assist with classroom organisation, displays of pupils' work, and the preparation and use of learning materials and technology
- Support pupils in transitioning between activities, lessons, or key stages, helping them to feel secure and well-prepared for learning
- Supervise pupils during structured and unstructured times of the School day in line with School policies and safeguarding requirements
- Uphold the School's policies relating to safeguarding, health and safety, behaviour, equality and confidentiality at all times

4. Collaboration and Professional Expectations

- Work collaboratively with teachers, SENCO, leadership teams, parents/carers, and external professionals to ensure consistent and effective support for pupils
- Communicate professionally and effectively, contributing to meetings, reviews and training sessions as required
- Develop positive working relationships with staff to support inclusive practice and pupil success across the School
- Engage in relevant professional development and training to enhance skills, knowledge, and best practice in supporting learning and inclusion
- Act as a positive role model for pupils, demonstrating the School's values, high expectations, and commitment to safeguarding and wellbeing

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post



PERSON SPECIFICATION

<p>Skills and Abilities</p>	<p>Essential</p> <ul style="list-style-type: none"> • Understanding of SEND and SEMH needs. • Knowledge of autism, ADHD, sensory processing differences and neurodiversity-affirming practice. • Ability to provide effective one-to-one and small-group support. • Clear and professional communication skills with pupils, staff and parents/carers. • Ability to observe, monitor, and accurately record pupil progress. • Good organisational skills to support classroom routines and learning activities. <p>Desirable</p> <ul style="list-style-type: none"> • Training in intervention programmes (e.g. ELSA, Thrive, Read Write, dyslexia support, speech and language or oracy programmes). • An understanding of trauma-informed practice and its application • Experience using assistive technology or adapted learning resources.
<p>Experience</p>	<p>Essential</p> <ul style="list-style-type: none"> • Experience working in a supportive and thoughtful manner with children. • Experience communicating sensitively with both adults and young people • Experience working effectively as part of a team. <p>Desirable</p> <ul style="list-style-type: none"> • Experience supporting children or young people with SEND, SEMH, or neurodiverse needs. • Experience providing emotional or pastoral support. • Experience in an educational, therapeutic, care, or youth work setting. • Experience supporting pupils during transitions (e.g. between lessons, year groups, or settings).
<p>Qualifications and Professional Development</p>	<p>Essential</p> <ul style="list-style-type: none"> • GCSEs (or equivalent) in English and Mathematics. <p>Desirable</p> <ul style="list-style-type: none"> • Level 2 or Level 3 qualification in Supporting Teaching and Learning, SEND, Child Development, or a related field. • Confidence to support pupils with Mathematics and or English, up to GCSE.
<p>Personal Qualities and Competencies</p>	<p>Essential</p> <ul style="list-style-type: none"> • Empathy, strong listening skills and emotional awareness. • Calm, patient, and relationship and solution-focused approach in challenging situations. • Ability to work collaboratively with teachers, SENCOs and support staff. • Professional judgement and respect for confidentiality. • Commitment to inclusive education, safeguarding and pupil wellbeing • Willingness to contribute ideas to improve inclusion and pupil support. • Confidence supporting or helping to de-escalate sensitive or challenging conversations with guidance.



CLIFTON HIGH SCHOOL AS A BUSINESS

Just like other independent schools, Clifton High School is a business.

Our product is a high-quality, desirable education. To ensure we continue to provide the education and experience we are so passionate about, our business must be successful. This is largely down to fees; securing future pupils, retaining families, as well as maintaining and building upon the reputation we uphold.

Our parents are our customers, each making large financial and emotional investments in our School. As such, all employees are representatives of the School and play a part in its success.

With a flourishing and affluent Bristol population, the demand for an independent education is strong and highly competitive. To illustrate this, there are more independent schools within the city and its outskirts than anywhere else in the country, other than North London.

Clifton High School has learnt never to be complacent but to strive to keep competitive and ahead of the game. Our unique offering, together with co-curricular activities and personal and social development, is emphasised alongside academic excellence. Parents very much value this. Indeed, it is an important reason why they choose us.

Competition to attract pupils is high, and as such, we seek to appoint and retain staff of the highest calibre who act as ambassadors for the School, embracing and reinforcing our ethos and values.



BEING A CLIFTON HIGH SCHOOL EMPLOYEE

Working at Clifton High School involves a commitment to the vision, culture and heart of the School. All staff members work with colleagues to ensure that the School fulfils its aims.

Our pupils are fun, inquisitive, enthusiastic and rewarding. Staff are expected to share and champion this passion for bringing out the best in each one of them. Classes are small, allowing staff to not only strive to achieve the highest standards but also to make a significant contribution beyond them. All staff enrich and strengthen the wider life of the School by undertaking duties, offering and supporting activities or clubs. As role models for our young people, they are encouraged to show planned and focused career development.

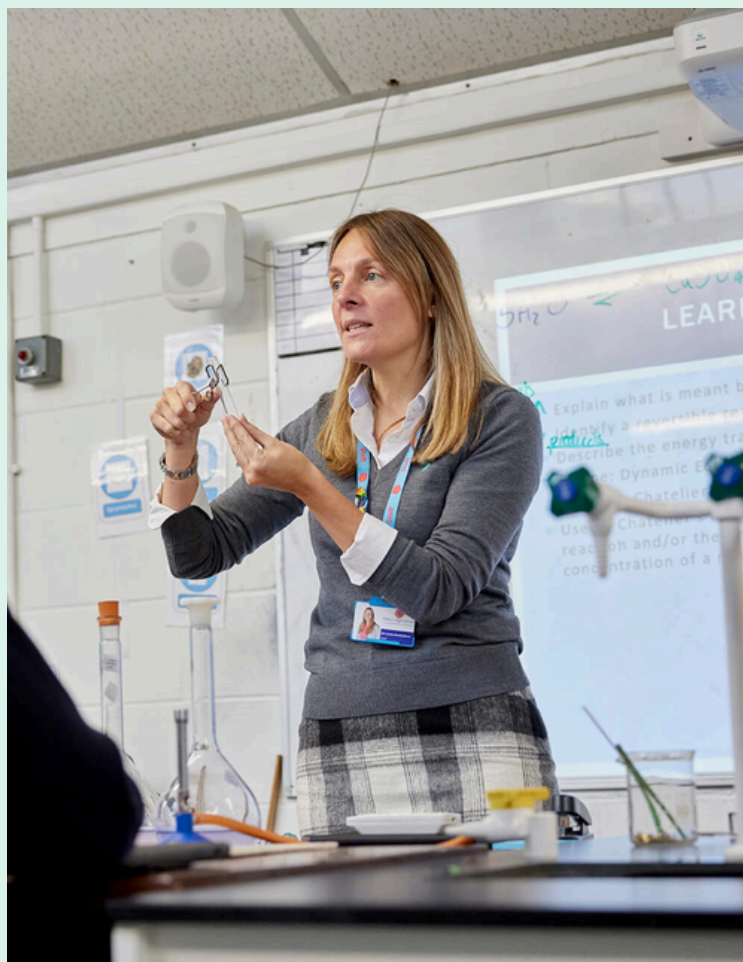
Focusing priority on excellence in the teaching and learning of our young people, as well as their personal development, staff are also encouraged to learn new skills and advance their own professional growth. Whilst Clifton High School encourages its young people to acquire skills, its staff must also lead by being open to new skills and knowledge.

We very much hope every individual, whether part of teaching, support, business administration or otherwise, to feel they belong to our Clifton High School community, sharing our common goal of the health, safety, well-being and education of our young people at its core.

'Realising Individual Brilliance' is not just for the pupils, but for everyone at Clifton High School.

What do we have to offer you?

- A committed and supportive staff community
- Motivated children with a desire to learn
- A drive to change and be better
- A culture of high ambition and excellent pastoral care throughout the school
- A history of embedded excellent best practice
- A creative and inspiring ethos with School values that our children and staff members carry with them for life
- Strategic, committed and supportive leaders
- Regular support and training to update skills
- Healthy and nutritious two-course lunch during term times
- 'School Fee Discount Scheme' for permanent staff members
- Regular staff socials



OUR VALUES



CURIOSITY

We educate our young people to be informed, inquisitive individuals with the ability and knowledge to use the art of questioning to explore the development of new, independent ideas. This, in turn, instils in them confidence and a lifelong love of learning.



EMPATHY

Relationships are enhanced when the value of love, for oneself and others, is achieved. This is something we encourage in all pupils, alongside a love of the planet we live on, the natural world around us and a passion for preserving it.



EMPATHY

The consideration of alternative perspectives is something we encourage in our pupils. It enables them to go out in the world with a desire to make positive change, through kindness, respect and understanding.



DIRECTION

We constantly support pupils to strive for ambition through a commitment and dedication to achieve personal goals that provide individual and personal direction, give purpose and drive motivation.



OUR STRATEGIC AIMS

At Clifton High School our strategy identifies six key areas that form the basis of our future:

- Pastoral Heart
- One School, One Team
- Beyond Academic Excellence
- Strong Community
- Secure and Successful
- An Environment to Thrive



Clifton High School

**THANK YOU FOR YOUR INTEREST IN
WORKING AT CLIFTON HIGH SCHOOL**