

Appointment of
Learning Support Assistant

SWANBOURNE HOUSE

BUCKINGHAMSHIRE



WELCOME TO SWANBOURNE HOUSE

Swanbourne House is an incredibly special and beautiful place to work. We are lucky to have state-of-the-art classrooms, outstanding sports facilities and grounds that genuinely need to be seen to be believed.

I am passionate about providing the most inspiring education to the children in our care and working together as part of a team to create the extraordinary. The Swanbourne House pupils and their families benefit from highly talented staff, and we work together in a culture where every view is valued, we support each other and colleagues' wellbeing and morale is prioritised.

Swanbourne House is part of The Stowe Group, and we benefit from this in numerous ways. Our pupils have access to the facilities within The Group and our staff have the opportunity to work alongside teaching staff at the other schools.

I hope that you find this application pack both useful and informative and I look forward to welcoming you to Swanbourne House soon.

Nick Holloway
Head

Swanbourne House School is an independent day and boarding school, for children aged 3 to 13 years. Set in 55 acres of Buckinghamshire countryside, with a dynamic & challenging curriculum, small class sizes, inspirational extra-curricular activities and extensive facilities, we're creating change makers ready for the world of tomorrow.



State-of-the-art Science Labs | IT suites | Specialist Teaching across Subjects from Year 5 | Art Studio | Design, Technology and Engineering Lab

The Pre-Senior Baccalaureate (PSB) is the assessment framework used in Years 7 and 8, but its roots grow throughout the curriculum across all year groups. The PSB is based on strong academic foundations, but also encourages skills such as critical thinking, creativity and problem-solving. Pupils are encouraged to think 'how' and 'why' and see setbacks as a step on the path to success as they develop curiosity, challenge their thinking and develop new ways to learn.

Last year, Swanbourne House pupils were awarded an impressive 13 scholarships and exhibitions to leading senior schools across the UK.

The Manor House

The Manor House, our dedicated teaching, play and outdoor space for children from Pre-Reception to Year 2 is at the heart of our school. Adjacent to farmland, with small class sizes, experienced and passionate teachers and an innovative approach that develops skills alongside academic progress, Swanbourne House is a special place for your child to start their learning journey. New play areas - including The Fort - have recently been built.

Pupils receive specialist teaching in Music, Sport and French during their time in the Manor House, have swimming lessons at our onsite pool from Reception and have a wide choice of enriching extra curricular activities, including rugby, ballet, science club and Mandarin.

Learning Support Assistant

Department: SEND

Accountable to: Head of SEND

THE ROLE

To support the learning, progress and personal development of pupils with special educational needs and disabilities (SEND), enabling them to access the curriculum, develop independence and achieve their full potential. Working closely with teachers and the SENDCo, the Learning Support Assistant will provide individual and small-group support, both within and outside the classroom, adapting their approach to meet pupils' individual needs.

KEY TASKS

Supporting Pupils' Learning

- Support pupils with additional learning needs, both individually and in small groups, within and outside the classroom.
- Work alongside class and subject teachers to help pupils access the curriculum, particularly in English and Mathematics.
- Provide support for pupils with Education, Health and Care Plans (EHCPs), ensuring that agreed strategies and specified provision are implemented effectively.
- Clarify instructions, reinforce learning and adapt resources and activities as directed by the teacher or SENDCo.
- Provide appropriate encouragement, reassurance and individual support, helping pupils to develop confidence, independence and resilience.
- Support pupils with specific areas of difficulty, including literacy, numeracy, handwriting, organisation and communication.
- Deliver targeted learning interventions and support programmes under the direction of the SENDCo.
- Where appropriate, support pupils with English as an Additional Language (EAL), including the possibility of delivering individual or small-group EAL sessions.
- Encourage pupils to develop effective learning behaviours, including concentration, organisation and the ability to work independently.
- Promote the inclusion of pupils with SEND, supporting their participation in all aspects of school life.
- Support pupils in developing positive relationships, social skills and emotional wellbeing.



- Assist pupils in using appropriate learning resources, assistive technology and ICT.
- Provide individual support during examinations and assessments, including facilitating agreed access arrangements where appropriate.

Monitoring, Assessment and Communication

- Monitor pupils' engagement, understanding and progress, providing regular feedback to teachers and the SENDCo.
- Contribute to the assessment and review of pupils' learning needs, progress and support strategies.
- Maintain appropriate records of interventions and pupil progress, including support provided to pupils with EHCPs.
- Work collaboratively with class teachers to identify barriers to learning and implement appropriate support.
- Communicate effectively with the SENDCo, Learning Support team and other relevant staff to ensure a consistent approach to supporting pupils.
- Contribute to discussions and reviews involving external professionals where appropriate.
- Communicate with parents and carers as directed by the SENDCo.

Working with Colleagues and the Wider School

- Develop positive and professional relationships with pupils, colleagues and other members of the school community.
- Work collaboratively with teaching staff and the wider Learning Support team to ensure pupils receive effective and consistent support.
- Assist with the preparation and organisation of learning resources and materials.
- Support pupils during supervised study or Prep Club sessions as required.
- Undertake playground and break-time supervision when required.
- Accompany pupils on educational visits and support wider school activities as appropriate.
- Contribute positively to the wider life, values and ethos of Swanbourne House.

Safeguarding, Health and Safety

- Promote the safety, welfare and wellbeing of all pupils, following the school's safeguarding and child protection policies and the requirements of Keeping Children Safe in Education.
- Maintain appropriate professional boundaries and respect the confidentiality of information relating to pupils, families and colleagues.
- Follow school policies and procedures relating to safeguarding, health and safety, behaviour, equality and inclusion.
- Provide appropriate care and support to pupils who are upset, unwell or have experienced an accident.

Professional Development and Conduct

- Maintain high standards of professionalism, attendance, punctuality and personal conduct.
- Demonstrate a positive, patient and supportive approach to working with pupils with a range of learning needs.
- Reflect on personal practice and actively seek opportunities to develop knowledge and skills relating to SEND and effective learning support.
- Participate in relevant training, professional development and the school's appraisal processes.
- Uphold the values and ethos of Swanbourne House, demonstrating respect for individual differences and cultural diversity.
- Undertake other reasonable duties appropriate to the role, as directed by the SENDCo or school leadership team.

PERSON SPECIFICATION

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form.

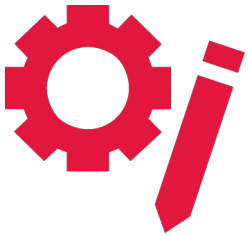
Attributes	**Essential**	**Desirable**
Qualifications	• GCSEs at grades 9–4 (A*–C), or equivalent, in English and Mathematics. • A relevant qualification in supporting teaching and learning, education or childcare, or a willingness to undertake appropriate training.	• Level 2 or Level 3 qualification in Supporting Teaching and Learning or equivalent. • Additional qualifications or training relating to SEND, literacy, numeracy or specific learning difficulties.
Specialist Skills and Experience	• Experience of working with children in an educational or similar setting. • Good literacy and numeracy skills, with the confidence to support pupils in English and Mathematics. • An understanding of the different learning needs of pupils and the ability to provide appropriate individual support. • Ability to build positive and effective working relationships with pupils, teachers and other colleagues. • Ability to follow teachers' instructions and implement agreed learning strategies consistently. • Good organisational skills and the ability to manage competing priorities. • Excellent verbal communication and active listening skills. • Ability to encourage, motivate and support pupils while promoting their independence. • Confidence in using ICT to support learning. • An understanding of safeguarding responsibilities and a commitment to promoting pupils' welfare. • Ability to remain calm, patient and professional when supporting pupils with a range of needs.	• Previous experience of supporting pupils with special educational needs and disabilities (SEND), particularly in a Prep School or primary school setting. • Experience of supporting pupils with Education, Health and Care Plans (EHCPs). • Experience of delivering individual or small-group learning interventions, particularly in literacy and numeracy. • Knowledge of specific learning difficulties, including dyslexia, ADHD and autism. • Familiarity with the SEND Code of Practice and strategies for supporting pupils with additional learning needs. • Experience of supporting pupils with English as an Additional Language (EAL), including delivering individual or small-group sessions. • Experience of using assistive technology or specialist learning resources.

Attributes	Essential	Desirable
Personal Qualities	• A genuine enjoyment of working with children and a commitment to helping every pupil achieve their potential. • A patient, empathetic and encouraging approach, with sensitivity to individual needs. • A flexible and adaptable attitude, with a willingness to support pupils across different subjects, year groups and settings. • A proactive and positive approach to working as part of a team. • An ability to use initiative appropriately while working under the direction of teachers and the SENDCo. • A commitment to maintaining confidentiality and professional boundaries. • A commitment to safeguarding, equality, inclusion and pupil wellbeing. • A willingness to contribute to the wider life and ethos of Swanbourne House. • A commitment to ongoing professional development and reflective practice.	• An interest in developing specialist knowledge and expertise in SEND or EAL support.
This job description and Person Specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder		

COLLEAGUE BENEFITS



Discounted School Fees
At Stowe Group schools



Learning and development opportunities



Volunteer leave
Up to 2 days paid leave for volunteering



Shopping discounts
Through the 'Discounts for Teachers' website



Free refreshments



Free annual flu vaccine



Each person reward and recognition
Discounted shopping, cashback and access to diesel fuel card



£85 Annual Golf Membership
For you and immediate family (applies to permanent colleagues only)



Wraparound childcare
Free wraparound childcare available for all colleagues at Prep Schools



Enhanced holiday entitlement
Your contract will provide details of the exact holiday entitlement you will receive



Employee wellbeing programme
Including free access to counselling services, physiotherapy and more

YOUR APPLICATION

An application can be made by clicking on the job link on The Stowe Group vacancy page, this will direct you through to The Stowe Group recruitment hub applicant tracking system. Please complete the application form along with a covering letter detailing why and how your skills and experience could see you thrive in this role.

If you need any help with the application process, please contact: recruitment@stowe.co.uk or call 01280 818005

Hours: 41.25 hours per week. . Monday to Friday 8.15am - 5.00pm, term time only.

Lunch is provided free of charge.

Offers of employment are made subject to receipt of satisfactory references, DBS clearance and online background check carried out by our third-party partner, SP Index.

This job description reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

The Stowe Group is committed to providing outstanding safeguarding of the children in our care. You will be required to adhere to the School's safeguarding policy and guidelines and ensure that the safeguarding of children underpins everything that you do. Every member of staff of The Stowe Group has the responsibility to safeguard the children.



THE Stowe GROUP

The Stowe Group comprises Stowe School, Ashfold, Swanbourne House and Winchester House. The Group's formation has given pupils and staff at Swanbourne House access, not only to Stowe's world-famous estate, but to its expertise in teaching and learning as well as governance. The Stowe Group recently launched its Change Makers vision along with the Change 100 programme to raise £100m for transformational bursaries. The Stowe Group is part of Allied Schools, an association of independent schools which uphold the Protestant and Evangelical principles of the Church of England.

The Stowe Group does not aim to produce stereotypes or mould pupils into conventional all-rounders. Change Makers are encouraged to grow in their own way and celebrate the differences between them. Nurturing the emotional, physical and mental well-being of each pupil is of paramount importance and our culture is characterised by teamwork, collaboration and mutual respect. Mindful of their ethical, intellectual, physical and social development, we educate and support our pupils to achieve fulfilling lives. Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community.

Through a broad and inclusive education, pupils are educated and prepared for life. They gain knowledge and understanding in a wide range of academic disciplines as well as developing core skills in thought leadership, critical thinking, intellectual curiosity, innovation, communication, technology, creativity, team-work and collaboration, self-reflection and lifelong engagement. World-class facilities support our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve.

Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. We believe it is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community.

We are committed to the development of character, with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. While many pupils compete at the highest level in sport, our aim is to provide a wealth of co-curricular activities which pupils of all abilities can access and enjoy. Through teaching, coaching and counselling, we will do our utmost to support pupils to be their best, do their best and feel their best. We honour the legacy of Change Makers from the past by looking forward to a future where wealth is not a barrier to success. We are building an endowment to support Change 100 which will promote social mobility by allowing unprecedented access, regardless of financial means or circumstances, to a Stowe education. We have developed partnerships with local schools, explored international opportunities and strategic links with universities, businesses and NGOs. We strive to attract and retain employees of the highest calibre.

Environmental stewardship and sustainability are cornerstones of a Stowe education. Stowe stands in the most sublime setting of any school in the world and embodies beauty and liberty. The historical importance of Stowe should give Stoics and staff a heightened awareness of their social and environmental responsibility in preserving this unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.



Heathrow Airport is less than an hour away and Luton Airport 45 minutes.

The School has nearby access to main traffic routes the M1, M40 and A5.

Milton Keynes Central train station - with 30 minute trains to London - is a 20 minute drive away.

The school is just 20 minutes from Central Milton Keynes, Aylesbury, Leighton Buzzard, Buckingham and Woburn and is within easy reach of Oxford, Banbury, Luton and Northampton.

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