



The successful candidate will share a commitment to:

- our core values as defined in our mission statement & motto (above) and our student ethos underpinned by Courtesy, Consideration, Contribution and Co-operation;
- a belief that every student can achieve irrespective of starting point or circumstance.

You will commit to our staff culture (as defined below) and will play your role in promoting and contributing to this culture amongst all staff at HWS.

HWS Culture – Non-Negotiables

SHOW UP!

- ✓ **S**tudents come first
- ✓ **H**ard work – we do whatever is necessary to provide the best experience for our students
- ✓ **O**ur own children. We make HWS a school that we would be proud to send our own children to. We work to this end every single day.
- ✓ **W**e and not I. We are a team. We do what we say we do – we stick to school strategy, behaviours and processes.
- ✓ **U**nafrail of failure. We are not afraid to fail, nor to learn from failure. When things go wrong, we do not blame – we support each other and we look after each other
- ✓ **P**rofessional trust and accountability. We trust each other implicitly professionally because we hold ourselves and each other to account openly and honestly for doing all of the above

Learning Support Assistant	Assessment Key: A Application Form I Interview
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Education and Qualification	Essential	Desirable	Assessment
Gained a Degree		✓	A/I
Demonstrate levels of numeracy and literacy equivalent to GCSE (A*-C) (9-5)	✓		A/I
Training in relevant learning strategies e.g Read, Write inc, Maths Mastery	✓		I
A minimum of 2 years' experience or working with secondary aged children (either paid or unpaid capacity), including those with SEND and EHCPs	✓		A/I

Knowledge and Understanding	Essential	Desirable	Assessment
Knowledge and understanding of the SEND Code of Practice 0-25 (2014)	✓		A/I
Knowledge of the requirements of the National Curriculum	✓		A/I
Knowledge and understanding of the National Curriculum including English and Maths	✓		A/I
Understanding of behaviour management strategies	✓		A/I

Skills and Attributes	Essential	Desirable	Assessment
Effective oral and written communication skills	✓		I
Excellent interpersonal skills, both in working relationships with students and in forming effective professional relationships with a wide range of stakeholders including parents	✓		A/I
Excellent analytical and evaluative skills particularly in terms of quality of SEND provision within the classroom	✓		A/I
Good organisational and time management skills	✓		I
Sound IT skills to support learning and maintain electronic information systems	✓		I
High levels of personal and professional integrity	✓		I

Abilities	Essential	Desirable	Assessment
Ability to delivery training to small groups of staff, and individual staff to develop their knowledge and understanding of areas of student learning difficulties	✓		A/I
Ability to inspire, motivate and provide support and guidance on key strategies to support teaching and non-teaching staff to enable them to meet the learning needs of specific SEND students	✓		A/I
Ability to form and maintain appropriate professional relationships and boundaries with children and young people	✓		A/I
Ability and willingness to work constructively as part of a team	✓		I
Ability to supervise students effectively, both in and out of school in line with the school's behaviour policy	✓		I
Ability to organise and deliver intervention activities	✓		I
Ability to deal with sensitive information in a confidential manner	✓		I
Ability to help children and young people to transfer their learning to other parts of their lives	✓		A/I
Ability to provide a good role model to young people	✓		A/I
Ability to use own initiative and work flexibly	✓		A/I

Other	Essential	Desirable	Assessment
A commitment to Highgate Wood School's S.H.O.W U.P. culture	✓		A/I
Willingness to participate in training to further your own knowledge and experience of the four areas of the SEN Code of practice, in school and in your own time, to ensure that your knowledge is up to date with current approaches	✓		A/I
Willingness to attend school training sessions	✓		A/I
Empathy with young people facing barriers to their learning	✓		I
A commitment to helping young students achieve through education and learning.	✓		I
An understanding of, and a genuine commitment to Equal Opportunities	✓		I