

**LEARNING SUPPORT
ASSISTANT
(30 hours/week)**

**JOB
INFORMATION**



RGS
NEWCASTLE

LEARNING SUPPORT ASSISTANT

Required as soon as possible.
Newcastle upon Tyne Royal Grammar School



THE POSITION

We have an exciting opportunity for an enthusiastic, knowledgeable Learning Support Assistant to join our excellent Learning Support Department in our newly refurbished Learning Support Base. You must have experience of working in schools, either state or independent sector, and a willingness to work closely with young people across all school ages to help develop their learning.

The successful candidate will bring enthusiasm and commitment to the role of working with our students with learning differences. They will support the teaching and learning of our SEN students through one-to-one sessions and small group interventions from Years 7 – 13.

The Learning Support Department within RGS is a vibrant, busy, and highly regarded department that sits at the heart of the school's ethos. The successful candidate will enjoy working with a team of dedicated professionals and will report to the Head of Learning Support - SENDCo. Knowledge of additional learning needs and experience of working with individuals who have specific needs is essential, though training would be given to support the specific requirements of the post.



THE SCHOOL

Thomas Horsley, the original settlor of the Royal Grammar School Newcastle (RGS) pledged his legacy to the School in 1525. Almost 500 years later, RGS continues to flourish as the premier independent school in the North East of England and as one of the country's leading schools.

In 2023, RGS was named overall 'Independent School of the Year' in The Telegraph Group's national awards. RGS also consistently tops the region's academic league tables and was awarded the Sunday Times' 2024 North East's Top Independent Secondary School, both the overall winner and for Academic Performance. While we pride ourselves on academic excellence, we are just as well known for our high level of pastoral support, involvement in a wide range of sports and other co-curricular activities, and our commitment to bursaries and partnerships.

RGS is fully co-educational with over 1,300 students aged 7-18 years (Years 3 to 13) and our academically selective places are highly coveted. We have more than 250 students in the Junior School, which shares the same outstanding site as the Senior School. Our Sixth Form is one of the largest in the independent sector with more than 340 students.

The school is based in the heart of the City, immediately opposite Jesmond Metro station and our excellent transport links attract students from far and wide. The school occupies over 30 acres of land and has state-of-the-art facilities, including a 25m swimming pool, two Sports Halls, five new art studios, a new library, a new Sixth Form Centre, a Performing Arts Centre with professional-standard theatre, several outdoor football/rugby pitches, an artificial turf pitch and the former County Cricket Ground.

RGS is a special place, known and respected throughout the whole country as well as the North East. It's a place where aspirations are high, results are outstanding, and opportunities are endless. Our students go on to study highly selective courses at the most sought-after universities, but also leave the school realising that life outside the classroom has been equally beneficial.



Job Description: Learning Support Assistant (30 hours/week)

Closing Date: 9.00am Monday 3rd March 2025

Contact: Head of Learning Support (SENDCo) l.cattle@rgs.newcastle.sch.uk

Academic Success

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In 2023, RGS was named 'Independent School of the Year' overall in The Telegraph Group's national awards. Most recently, the school was again named North East Independent Secondary School of the Year for Academic Excellence 2025 by The Sunday Times' Parent Power Schools Guide.

Academically, the school is highly selective. Students are assessed for entry at the key entry points (Y3, Y5, Y7, and a handful at Y9, plus Sixth Form). The biggest entry points are Y3 (60 students), Y7 (c.75 students) and Y12 (c.45 students). Beyond the academics, in Junior School (Y3-6), entry is assessed through activity days, whilst at Y7, students are assessed through online tests and an interaction day. Sixth Form entry is through interview only.

Students sit baseline tests in Y7, Y10, and Y12 – the average GLA CAT score for both the current Y7 and Y12 is 117. We have several students who have the assistance of our dedicated Learning Support Team, which works across Junior and Senior School.



Co-curricular Activities

At RGS, students can choose from over 170 co-curricular activities, ranging from music, drama, and sports to unique options like e-sports and knitting. All students are encouraged to discover what excites and inspires them.

Sport is also a central part of life at RGS, with students actively participating in a variety of activities including hockey, cricket, and basketball, from early morning until late afternoon. RGS views sport as a fundamental vehicle for students to develop lifelong skills, character, resilience – and, above all, a love for daily movement.

While it may seem tricky to balance schoolwork with so many exciting co-curricular and sporting activities, RGS has found that students actively engaged outside the classroom often perform even better academically. Both programs are designed to help students develop essential life skills, from self-awareness to decision-making and self-organisation.



Pastoral Care

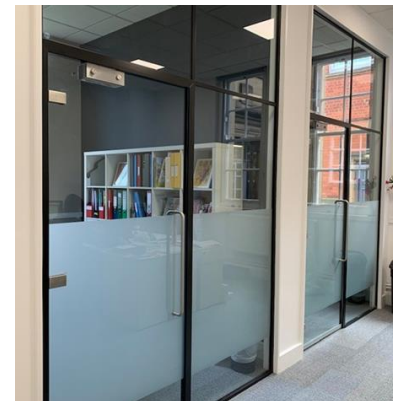
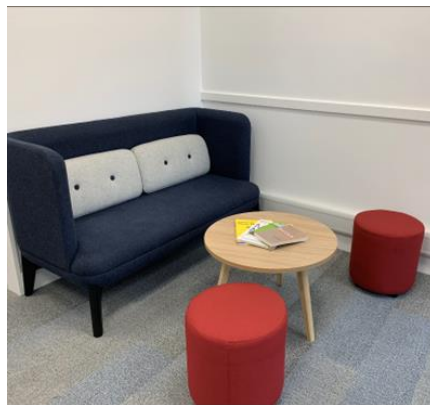
We understand that all our students are unique and different, and we strive to treat them as individuals, aiming to tailor our care to meet their needs.

That is why pastoral care is another critical cornerstone of RGS's holistic approach. Student well-being is embedded throughout school life, from a dedicated Form Teacher and an allocated Tutor to easy access to the school Medical Team and counsellors who work together to help students reach their full potential.

THE LEARNING SUPPORT DEPARTMENT

The department is a team of six colleagues with a wealth of experience in independent, maintained, special and specialist schools or units. Our aim is to ensure that every student can enjoy success in and out of the classroom, regardless of the barriers they may face. As such, we have recently appointed a Social Communication Skills colleague to help with this area of need. We like to ensure that all needs are met and to help every student feel willing and able to manage the school curriculum and provide individual or group support where needed.

All students, regardless of their needs, should be offered a broad, balanced, and differentiated curriculum appropriate to their needs, abilities, and aspirations. We work closely with teachers and parents to provide individualised programs which target areas of need, whether these are academic or pastoral. We use a range of evidence-based educational and psychological approaches to help our students, with the student at the heart of decisions about their support. We work with all ages, from Year 3 to Upper Sixth, and so flexibility, communication, positivity, and good knowledge of SEND pedagogy is vital.



MAIN DUTIES AND RESPONSIBILITIES

Reporting to the Head of Learning Support (SENDCo), the Learning Support Assistant's overall responsibilities will include but are not limited to:

To work under the guidance and within an agreed system of supervision of the Head of Learning Support (SENDCo), Learning and Support, to implement agreed programs with individuals/groups, in or out of the classroom. The nature and level of the programs is likely to be varied and may require specialist knowledge of areas of educational need and learning preferences in line with the school's commitment to individualised support for all students.

Experience of working with individuals with Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) would be desirable in ensuring that the needs of our students are supported in the classroom, via small group intervention or individually.

SUPPORT FOR STUDENTS:

- Deliver individual or group sessions with students to support specific barriers to learning associated with the four broad areas of need.
- Use specialist skills, training, and experience to support students in the classroom and during modified curriculum lessons.
- Deliver and implement a program to support students' study skills and executive functioning skills.
- Demonstrate an understanding of the sensory processing, communication and the anxiety needs of individuals who are or may be Autistic.
- Develop systems and routines that support individuals who thrive within a given structure but also encourage the creativity and the individuality of students to succeed with independence.
- Assist with the development, implementation, and review of individual learning profiles.
- Establish productive working relationships with staff and students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom alongside advocating for and believing in equitable education for all.
- Encourage students to interact and work co-operatively with others and engage in a range of opportunities available within our co-curricular curriculum.
- Facilitate the access arrangements of students during centre-based assessments to develop a student's normal way of working.
- Provide pastoral support to relevant students, when relevant.
- Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
- Challenge and motivate students, promote, and reinforce self-esteem and resilience.



SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programs, adjusting activities according to student responses/needs.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Plan, develop and deliver a SEND curriculum in line with the requirements of the students and as outlined by the SENDCo.
- Liaise with teachers to ensure the sharing of good practice to develop strategies to support students to achieve their learning goals.
- Be responsible for keeping and updating records as outlined by the SENDCo, contribute to annual reviews and records as requested.

SUPPORT FOR THE SCHOOL

- Maintain confidentiality.
- Effective communication with parents whilst fulfilling the role of keyworker for specific students.
- Attend, make notes and participate in regular meetings with parents and teachers.
- Support in the collection of evidence for alternative learning approaches in exams.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Proactively complete administrative duties and maintain accurate records related to students with SEND.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise students on visits, trips and out-of-school activities as required.
- Implement planned supervision of pupils out of school hours, if required.



PERSON SPECIFICATION

The following person specification indicates those areas of skills and personal characteristics, qualifications, training, and experience that are required of the candidates being interviewed.

EXPERIENCE

- Experience working with students at secondary or middle school or primary age.
- Experience of working with students with additional needs.
- Experience of working as part of a team
- Experience of applying targets from individual learning plans

QUALIFICATIONS/TRAINING

- Excellent numeracy/literacy and IT skills.
- NVQ Level 3 for Teaching Assistants or HLTA qualification or equivalent qualification and/or experience.
- Have completed training in the relevant strategies e.g., literacy and/or in particular curriculum or learning area e.g., bi-lingual, sign language, dyslexia, ADHD, Maths, English, personal care etc.
- Appropriate first aid training.

KNOWLEDGE/SKILLS

- Knowledge of the four areas of need and experience of working with children with SEND
- Understanding of the strategies needed to effectively support and manage the learning of students with SEND.
- Experience of establishing successful learning relationships with a variety of children
- Working knowledge of KS3, GCSE & A Level curriculums and any other relevant learning programs/strategies.
- Understanding of principles of child development and learning processes.
- Ability to use ICT effectively to support learning.
- Ability to use other technology equipment such as reading pens and learning applications.
- Ability to self-evaluate personal development needs and actively seek learning opportunities.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

PERSONAL CHARACTERISTICS

- A genuine liking of people and the ability to show warmth, good-humour, empathy, and sensitivity.
- Ability to communicate effectively with parents, students, and staff in a variety of ways.
- Understanding and commitment to equity of opportunity for all.
- Ability to work within a fast-paced, challenging environment.
- Understanding of, and a commitment to the ethos of the school as a community.
- Tact, discretion, and diplomacy.
- Proactive and able to use own initiative to meet individual needs.



LIVING IN THE NORTH EAST

Whilst the North East is beloved and popular with so many, we know that not everyone will have had first-hand experience of it, so this is a short introduction to a city and region which we love, and believe you will too. Newcastle is a medium-sized city with an historic centre and a vibrant life of its own. There's culture and arts in the form of the award-winning BALTIC Art Gallery and The Glass House, alongside several theatres that attract national touring productions. There's music from classical to club and we are home to the Royal Northern Sinfonia. There's also a growing food culture with some fantastic restaurants.

If you like sport then there's certainly no shortage of top-class entertainment: from Premier League football being played at St James' Park and EFL at the Stadium of Light to first class cricket at Durham (a mere half hour away), and great rugby at the Falcons, not to mention basketball and even ice hockey, and then there is the annual Great North Run. The North East has also produced some of the country's finest athletes in track and field and there are clubs aplenty to get involved with, most famously in Gateshead.

The coast and the hills are minutes away from the city centre. By car you can be in the middle of nowhere in 45 minutes, the Scottish Borders is only an hour away and the Lake District an hour and a half. The coast is served by the Metro (our version of the Tube), but some of the country's best beaches are up the road in Northumberland, less than 40 minutes by car. There's mountain biking, road cycling, climbing, and endless hill walks in stunning countryside. There are green spaces all over the city too, with plenty of parks for children and dogs alike to run around.

There are three local teaching hospitals, two universities in the city with another three close by. Some pioneering medical work goes on at the RVI, Great North Children's Hospital and the Freeman Hospital.

History abounds with more castles than you could count and sites of interest for almost every period of English (and border) history. Add that to a proud, independently minded, and very friendly local population and we have most things you could want.

There are excellent primary schools in the region and city as well as some good secondary schools too, but staff do get a discount at the RGS. There are also a number of good competitor independent schools as well.



MAIN TERMS AND CONDITIONS

- This is a permanent, part time, term-time only position with the school.
- The working hours for this role will be 30 hours per week during term time. This equates to 4 days per week.
- The normal core working hours for this role will be 8.30am-4.30pm each day.

Important note for candidates:

Whilst the total hours and number days worked by the successful candidate will remain the same (i.e., 30 hours over 4 days per week during term time) the exact working days will vary each year and will be determined by the student/school timetable constraints. The school will aim to notify the employee of the proposed working pattern in the summer term each academic year.

For the 2024-2025 academic year, the working pattern will be Monday, Tuesday, Thursday, Friday.

- The employee will also be required to work four additional staff training days outside of term time which are spread throughout the academic year. The employee will also attend work on the annual safeguarding training day at the start of each academic year (date varies each year). Payment for these days is included in the salary for this post.
- The full-time equivalent salary for this post will be circa £26-29k gross per annum on the RGS Support Staff Salary Scale depending on experience and qualifications. As this role is part time and term time only, the salary will be pro-rata'd to circa £17-19k.
- The post will report to the Head of Learning Support (SENDSCO) who in turn reports to the Deputy Head Academic. This role will support and work with colleagues in the Learning Support Department and across the school.
- RGS staff salaries are reviewed on 1st August each year.
- As the successful candidate's employment will be commencing mid-way through the school academic year, there will be a shortfall on the holiday accrued to cover the holidays during the 2024/2025 school year. We will discuss options around how the holiday shortfall could be balanced at interview.
- Beyond the first academic year, the employee will be entitled to normal school holidays and payment for holidays will be incorporated into the annual salary.
- The employee will be required to comply with a range of RGS policies, in particular, those regarding Data protection, Staff Behaviour, use of ICT facilities, Child Protection and Health and Safety, a copy of which will be made available.

WHAT WE OFFER

- During term-time, staff are provided with a free lunch, if on site.
- For non-teaching staff we offer a support staff pension scheme, The Aviva Pension Trust for Independent Schools (APTIS). On receipt of a 6% employee contribution the school makes an employer contribution of 10%. There is also the option of a 3% employee and 5% employer contribution if preferred. This scheme is administered via Salary Exchange (also known as Salary Sacrifice) for those who are eligible. You can opt out of the Salary Exchange arrangement whilst remaining in the pension scheme. Further details of the scheme and salary exchange will be provided on appointment.
- Membership to life assurance scheme through Aviva which pays out five times annual salary in the event of death in service.
- The employee will become eligible for sick pay under the RGS Support Staff Sick Pay Scheme after a qualifying period. Details of the scheme will be provided on appointment.
- The school offers an optional healthcare plan for all staff which includes optical, dental and physio cover, access to telephone GP consultations and a host of other benefits (terms and conditions apply). Further information will be available to the employee once in post.
- As with all RGS employees, the employee will be encouraged to become involved in the wider life of the RGS community.



- We offer an interest free travel loan for a corporate Metro travel pass after a qualifying period. Further information will be available upon starting in post.
- We offer a Bike to Work scheme for qualifying members of staff. Terms and conditions apply. Details will be shared upon starting.
- It is the school's policy is to allow all eligible members of staff to educate their children at the school at concessionary rates, subject to their children meeting the academic entry requirements and subject to a place being available.
- Ongoing educational support and development of all staff with the provision of external and internal training courses, and our middle leaders training programme for existing and aspiring managers.
- Opportunity to see free school productions in the Miller Theatre located in our Performing Arts Centre.



- Free use of a well-equipped gym, fitness suite and swimming pool at permitted times.
- Access to our onsite confidential counselling service.
- We offer access to the school medical team (1 doctor and 2 nurses) for triage medical advice and free flu vaccinations.
- Supportive and friendly community.
- Invitation to join staff clubs and wellbeing activities during term-time.
- Staff social events throughout the year.

HOW TO APPLY

Candidates are advised to read the 'Information for Applicants' with particular care before applying.

Enquiries about this post should be made in the first instance to Lorraine Cattle (Head of Learning Support) l.cattle@rgs.newcastle.sch.uk or by telephone on 0191 281 5711.

Please visit www.rgs.newcastle.sch.uk/join-us/work-with-us to access our application form and further information for applicants.

To apply for this post please submit the following to jobs@rgs.newcastle.sch.uk by the closing date.

1. A covering letter and
2. A fully completed RGS application form.

Note: You must complete the application form, even if you want to also attach a CV.

The closing date for this role is 9.00am Monday 03rd March 2025

Interviews will be held shortly after the closing date. We will hope to make the appointment as soon as possible following interview, offering the post and gaining acceptance.

Reasonable travel expenses will be considered to attend an interview if candidates live outside the local area. This is normally up to a maximum contribution of £100 on provision of receipts. If your expenses will be significantly higher than £100 and an overnight stay is required, please note all expenses will need to be booked and approved in advance. If you plan to claim expenses, please contact the Head's Secretary, Sandra Ellis S.Ellis@rgs.newcastle.sch.uk in advance of your interview, who will talk you through the policy and advise on eligibility for reimbursement.

Safeguarding and Safer Recruitment

RGS is committed to the safeguarding of children and promoting the welfare of children and young people and expects all staff, volunteers and those working in school to share this commitment. The school applies the Government's Keeping Children Safe in Education Safer Recruitment procedures to all candidates including appropriate pre-interview checks on shortlisted candidates and pre-employment checks pending any offer. More information regarding the checks can be found in our Information for Applicants [here](#), and '[Keeping Children Safe in Education](#)' (September 2024)

Equal Opportunities

We are looking to appoint staff from a wide variety of backgrounds. Not just because it is the right thing to do but because at the RGS we recognise that those different experiences provide fresh perspectives, opportunities to challenge existing beliefs and provide opportunities to act as excellent role models for our diverse student body.

We are committed to creating an inclusive and diverse school culture and our staff are at the heart of this. We are proud to be an equal opportunities employer and all qualified applicants will receive consideration for employment regardless of neurodivergence, age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

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Closing Date: 9.00am Monday 3rd March 2025

Contact: Head of Learning Support (SENDCo) l.cattle@rgs.newcastle.sch.uk

We strive to achieve a diverse workforce, fully representative of our pluralistic society and the ethnic make-up of the student population in the UK. People of colour are under-represented on our staff team. We are keen to attract applicants from a diverse pool of candidates and determined to be a fully inclusive employer, and a great workplace for people of Black, Asian, and ethnic minority heritage as well as White heritage.

We encourage all candidates to complete an 'equal opportunities' form with your application. This will be sent directly to the HR team for monitoring purposes.

CONTACT DETAILS

Royal Grammar School Eskdale Terrace Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

General enquiries: Lorraine Cattle (Head of Learning Support/SENDCo) l.cattle@rgs.newcastle.sch.uk
or communications@rgs.newcastle.sch.uk
www.rgs.newcastle.sch.uk



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