

Learning Support Assistant

(Reading Intervention)



Grade N3: Actual Salary Range: £19,621 to £19,931 pa
32.5 hours per week, term time only plus 5 training days
Permanent

CANDIDATE
INFORMATION PACK



ACHIEVEMENT, STUDENTS & LEADERS MATTER

Tel: 0191 214 2201

www.northernleaderstrust.org

Registered Office Address: Kenton School, Drayton Road, Newcastle Upon Tyne, NE3 3RU



Introduction

At Kenton we are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We are seeking applications to join our Learning Support team to play a vital role in enhancing students' reading fluency within our Academy. This position requires strong coordination skills, a passion for supporting student development, and a commitment to delivering high-quality interventions.

We are looking for candidates with relevant experience in coordinating reading interventions or similar educational programs and strong organisational and coordination skills.

You will have previous experience working with children and/or young people, preferably within an education setting, or those with a minimum of a level 2 qualification (grade 4 or above in English and Mathematics).

Previous experience working with children with special education needs or social, emotional and mental health issues in a paid or voluntary capacity would be an advantage but is not essential as full training will be given.

If you have the skills, commitment and enthusiasm to succeed in this role, we want to hear from you. In return we can offer you,

- Excellent training and development opportunities
- Access to the Local Government Pension Scheme
- Salary sacrifice schemes including a leased car and cycle to work scheme
- Free on-site parking with our school being within easy access of the A1, A19 and public transport
- Free gym access at Kenton School

We look forward to receiving your application.

Yours sincerely

Sinead Green
Principal



Learning Support Assistant

Job Description

Reading Intervention

Pay Range: N3
Responsible to:
LSA Team Manager



Job Purpose

To provide classroom support duties including curriculum related tasks under the direction of the teacher and responding to pupils' social, emotional, behavioural and physical needs.

Main Responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

1. General

- Support the teacher in the general management of the classroom.
- Undertake activities, as directed by the Learning Support Manager, with individuals or small groups of pupils.
- Provide clerical/admin support, eg photocopying, typing, filing, collection of money, administer coursework and exams.
- Supervise groups of pupils alone and participating in general activities including giving sensitive support and intervention in children's play.
- Undertaking routine invigilation and marking.
- Foster the growth of others by coaching, mentoring, and providing support to colleagues at the Academy for the implementation of LEAP and LEXONIK.
- Lead the introduction of innovative practices across the Academy.
- Demonstrate flexibility in meeting diverse and evolving role requirements.
- Lead the introduction of innovative practices across the Academy.
- Maintain a relentless commitment to providing the best possible education for our students.
- Share good practices with other educational establishments beyond Kenton School.

2. Classroom Organisation

- To be responsible for the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
- Assist in the preparation, maintenance and repair of books, apparatus and equipment, to include cataloguing and stocktaking of all resources.
- Prepare pupils' work for display in the classroom and around the school.
- Demonstrate creativity in assisting with the practical resourcing of the classroom

Job Description Continued

3. Pupil Support

- Collaborate with the Principal, SENDCo, TRUST team and team members to develop and improve reading interventions across the Academy, with a focus on LEAP and Lexonik Advance programs.
- Work with pupils directly on curriculum related tasks under the direction of the Learning Support Manager and teacher.
- Act as Key Worker to a designated group of students, to monitor progress and contribute to the SEND review process.
- Provide support to colleagues for effective intervention delivery, ensuring the interventions are impactful and well-organised.
- Develop intervention schedules, allocate students to staff members, and coordinate regular testing to assess progress and identify next steps in a timely manner.
- Give relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- Assist with monitoring and evaluating the learning environment provided for the pupils in his/her care and use this evaluation to help make necessary changes and developments within the classroom.
- Follow the school policy documents and schemes of work to keep updated with school and National Curriculum documentation.
- Prioritise students' needs and put them first in all aspects of your work.

4. Welfare and other duties

- Under teacher overall control, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- Assist in the supervision of pupils particularly at break periods and the beginning and end of sessions.
- Provision of general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This might include attending to sick or injured pupils, taking sick pupils home and investigating reasons for absence.
- May be required to administer medication to pupils by agreement with the jobholder in accordance with the school's policy on this issue.
- Actively promote anti-discrimination practices and the School's/Council's Equal Opportunities Policy in all aspects of employment and service delivery.
- Actively pursue personal and professional development as a leader.

5. Safeguarding and Child Protection

- Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.

6. Equal Opportunities

- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.
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GCSE Results Day

Our 2025 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be.

Learning Support Assistant Reading Intervention Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage

Essential

1. Previous experience working effectively with children and/or young people and/or
2. Level 2 qualification (grade 4 or above in English and maths) or be able to offer evidence of commensurate experience.
3. Relevant experience in coordinating reading interventions or similar educational programs.
4. Knowledge of a range of special educational needs and barriers to learning for SEND students.
5. Ability to work effectively as a member of a team and able to adapt to meet the changing needs of the role.
6. Effective written communication skills with the ability to produce high quality written resources.
7. Effective ICT skills.
8. Strong organisational and coordination skills with the ability to prioritise to meet deadlines.
9. High standards of literacy and numeracy.
10. Strong leadership skills, able to effectively lead and coordinate the development of reading interventions with a willingness to introduce innovative practices and manage positive changes.

Desirable

1. A-level qualification in a national curriculum subject.
2. Experience working within a secondary school.
3. Experience supporting children/young people with special educational needs.

Part B: Assessment Stage Continued

Essential

1. Excellent communication and interpersonal skills.
2. Understanding of the barriers to learning for students with SEND and the ability to work with teachers to ensure students can access learning.
3. Ability to demonstrate empathetic qualities.
4. Ability to work effectively on own initiative.
5. Ability and willingness to assist children and young people with changing and other personal care needs as required.
6. Passion for student development and educational improvement.
7. Proactive and adaptable mindset in a dynamic environment.
8. Commitment to ongoing personal and professional growth.
9. Prioritising the well-being and educational needs of students.
10. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:
 - motivation to work with children and young people
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - emotional resilience in working with challenging behaviours, and
 - understanding of behaviour management strategies.
10. No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Learning Support Assistant

Person Specification Continued

Assessment/Selection Methods

The criteria overleaf will be assessed through a selection process of student-based activities and formal interview.

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 Confirmation of qualifications as outlined on the application form
- 6 Medical clearance
- 7 Identify and Right to work in the UK check
- 8 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974).

This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process



A-Level Results Day

A-Level Results Day

An increasing number of students spend 7 years at Kenton, going onto a variety of destinations at the end of Year 13. This year we were delighted that students have gone on to study Medicine at Cambridge and History and Physics at Durham as well as Film & TV at the University of Bristol.

About Kenton School



Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve.

With just over 1800 students, Kenton is amongst the largest schools in the North East. However, despite the size, the school prides itself on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by the strong pastoral team.

Our Kenton team are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.



For further information, please visit our website

www.northernleadertrust.org

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Integrity

We act with honesty, transparency, and strong moral purpose in all that we do. Our decisions are guided by what is right for children and young people. We take responsibility for our actions, build trust through openness, and demonstrate consistency between our words and behaviours. We model ethical leadership so that students and staff feel safe, respected, and confident in our fairness.

Ambition

We are relentlessly ambitious for every student and every member of staff, regardless of starting point or background. We believe that all can achieve highly and are proud to create an aspirational culture. We challenge limits, remove barriers, and provide the support needed so that excellence is both expected and attainable.

Belonging

We create environments where every individual feels known, valued, safe, and proud to be part of our Trust community. We recognise that belonging strengthens wellbeing, engagement, and success. Through inclusive practice and strong relationships, we ensure that diversity is respected, voices are heard, and connections with families and communities are meaningful and sustained.

Collaboration

We believe we are stronger together. Collaboration is central to improving outcomes, developing expertise, and sustaining excellence. We work purposefully within and between schools, across trusts, and with wider stakeholders to share knowledge, solve challenges, and create opportunities for all. Professional generosity and collective responsibility underpin our approach.

Additional Information for Applicants

Terms and Conditions of Employment

The conditions of service applicable to the post are those determined by the National Joint Council for Local Government Services (the National Agreement) and locally agreed terms and conditions set by Northern Leaders Trust

Working Hours

32.5 hours per week.

Normal working hours are Monday to Friday 8.20 am to 3.20 pm with a 30 minute unpaid lunch break each day.

The post is term time only which equates to 38 working weeks per year. In addition, staff will be contracted to work 5 additional training days.

Salary

The grade of the post is N3, equivalent to local government pay spine points 4-5, with current corresponding full-time salary of £25,185 pa to £25,583 pa. The actual salary for this post, based on 32.5 hours per week including annual leave entitlement as outlined above and 5 additional days is as follows:-

Less than 5 years' continuous local government service:

£19,621 to £19,931 pa

5 or more years' continuous local government service:

£19,621 to £19,931 pa

Employment Status

This is a permanent post.

Pension Scheme

On appointment, new associate staff will be automatically joined into the Local Government Pension Scheme (unless they choose to opt out). Further information can be found at www.twpf.info.

Safeguarding

Northern Leaders Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school.

Rehabilitation of Offenders

All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.



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