

# WARBLINGTON SCHOOL

## Candidate Information Pack

### Learning Support Assistant

**Grade C - £19,409 (£25,186 FTE)**  
**32.5 hours per week, term time only (+ 5 days)**  
**Mon-Fri 8.00am-3.00pm**



***A very warm welcome to Warblington School***

Ready

Respectful

Resilient

Kind



Dear Candidate

Thank you for taking an interest in our unique community. It is 70 years since Warblington School opened its doors to students for the first time and I know I say it every year, but there is not a day goes by when I am not proud to be the Headteacher of this school and the community within it.

Each year I look for milestones in the culture of the school and August was another of those moments when the Class of 2025 opened their envelopes with exam grades – a moment many of us may still have memories of. This year, that moment was even more special as it had a real community feel with staff, students and parents all sharing the celebration together. Together, we celebrated the outcomes of hard work and resilience and looked forward to what the future now holds post-Warblington. They left a legacy that will not be forgotten; that despite the challenges this year group faced, they obtained the skills and qualifications that best prepare them to tackle those challenges and enable them to go on and have successful futures. We have now challenged the future year groups to “step up” and write themselves into the record books!

I am consistently in awe of the character and resilience shown by our young people. Students are still coming to terms with gaps in their education as a result of school closures, yet they seem more determined than ever to make up for lost time, taking advantage of the range of activities that we were once again able to put on. It was great to see students getting excited for the ski trip this year, and also throw themselves into Sports Week, staying for rehearsals for the school show, going out on trips and visits or just being able to have Christmas lunch or an assembly with the whole school together; it all emphasises the importance of working on something collectively. And in our case, Warblington is something very special.

Along with every Hampshire school, we have been able to be part of a #BeeWell survey, looking at student wellbeing, for the second year. Much is written around the performance of UK schools in PISA tables by politicians, however, rarely does this focus on how poorly UK schools come out when it comes to student wellbeing.

What the #BeeWell survey has shown us is that Warblington bucks this trend, with students saying they feel safe, experience bullying below Hampshire and National averages and feel they have staff that will listen and support them all the way through school. This is something we have strived for and now have the evidence to show!





The improvement journey the school is on is one that presents challenges but also real successes. We now sit with a full Key Stage 3, and waiting lists in years 7, 8 and 9. With the increase in students comes the needs to review the curriculum and we are delighted that we continue to grow and develop our curriculum offer at a time where many schools are reducing the numbers of subjects. This year saw our first set of RE results, the development of Performing Arts and a significant increase in the number of students studying STEM based subjects both at KS4 and beyond into Post-16. I am a firm believer that breadth in curriculum is fundamental to a learner's enjoyment of school. On top of this, we are also seeing a growth in alternative routes through subjects, with our pathways curriculum allowing more students to gain qualifications that enable them access to college.

The curriculum is very important to us and has played a key role in our improvement in outcomes over the last three years. Further information on our curriculum can be found in our **curriculum information booklet** and on our website. We recruit specialist teachers in every subject as we know they are passionate about the subjects they teach and we believe students need to experience a wide range of subjects for as long as possible. To help bridge the gap from Primary to Secondary, we have also actively recruited a number of primary colleagues to help make the transition as smooth as possible.

Warblington school has something quite unique about it. Whilst we go about our day in our Grade 2 listed building (yes it really is a national treasure!) that has recently seen millions spent upgrading the glazing to ensure rooms are fit for purpose, we remain a small but rapidly growing secondary school.

At only 820 students we can do things differently here as we know individuals well. This is picked up by everyone who visits us. But it goes deeper than that. Everyone who visits will tell you just how welcoming the school is for new staff and students; over 40 students joined us mid-way through the year last year, with each one saying how they had settled in well and were enjoying school. Indeed, one of our senior prefects this year joined us outside of the normal admission round, yet you wouldn't notice that from speaking to her.

"Since the last Ofsted inspection, Warblington School has made notable improvements in teaching and learning, and behaviour and attitudes by investing in high quality professional development that is driven by leaders, establishing clearer rules, fostering positive relationships, and strengthening safeguarding. In summary - this school has taken robust and impactful measures since the previous Ofsted inspection."  
*Report from a QA visit, June 2025*

This is a thriving community and I am proud to say our students are well behaved, friendly, kind and considerate. They welcome visitors and they are proud to speak of their school. Our staff are passionate about improving learning and aim to inspire and challenge the young people we work with.

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"Many pupils displayed positive attitudes toward school and learning, and strong friendships are fostered among peers. The school's personal development programme, including clubs and enrichment activities, supports these positive attitudes. Pupils cited the many after school activities that they enjoy and value - these included; Tennis club, Basketball club, Band, Performing Arts, and singing club. This work supports the Personal Development offer of the school and coupled with the school's very positive destination data for Year 11 pupils would present a valuable picture of wider school effectiveness."

*Report from a QA visit, June 2025*

We are aware that with our current Ofsted grading comes a greater level of scrutiny, however this has presented us with a number of opportunities to demonstrate our school improvement journey. In all visits, be that by the Local Authority or others involved in ensuring school improvement, Warblington School is growing and developing and has students at the heart of what it wants to achieve. We are now welcoming other schools to come and see the work we are doing with Teaching and Learning.

We have high aspirations for everyone who wears the *redesigned* Warblington School logo and we strive to improve ourselves through a clear focus on learning and achievement in a supportive environment. As a parent myself, I know that children and young people learn best in an environment

which is secure, happy and caring. Our learning community works hard to create the right atmosphere and we pride ourselves on seeing each child as an individual. We take time to celebrate achievements together, whether they are academic, sporting, artistic or dramatic.

Here at Warblington, we are committed to bringing the best out of each and every student entrusted to us and being a small secondary school allows us to get to know each individual and provide them with the support they need that will enable them to thrive.

Finally, it is important to note that teaching and learning is at the heart of everything we do. Our focus for this year is around the use of the Great Teaching Toolkit and ensuring our Ordinarily Available Inclusive Practice enables all students to succeed in the right environment. With the renovation of the main building complete, and the renovation of the technology block now underway, we continue to ensure the fabric of the building matches the quality of education within it. We know that the ingredients are there for Warblington School to be a special place for years to come and we'd be delighted for you to join us on that journey.



I sincerely hope that we will be welcoming you into our growing community in September 2026!

*Mike Hartnell*

Headteacher

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# Learning Support Assistant Required September 2026 (earlier start possible)

**Grade C - £19,409 (£25,186 FTE)**  
**32.5 hours per week, term time only (+ 5 days)**  
**Mon-Fri 8.00am-3.00pm**

Are you passionate about supporting young people and ready to take on a rewarding role at the heart of school life? Warblington School is looking for someone who enjoys working with students and thrives in a busy, purposeful school environment.

As a SEN Learning Support Assistant, you will play a vital role in helping students with Special Educational Needs and Disabilities (SEND) access the curriculum and feel fully included in school life. You will work closely with teaching staff, the SENCo, and wider pastoral teams to support students with a range of needs, including cognition and learning difficulties, autism spectrum condition (ASC), speech and language needs, and social, emotional and mental health (SEMH) challenges.

This role requires patience, adaptability, and a genuine passion for supporting teenagers to develop independence and confidence.

Key responsibilities:

- Provide in-class support for students with SEND across a range of subjects
- Help adapt and differentiate learning materials to meet individual needs
- Support students to develop independence, organisation, and study skills
- Promote positive behaviour and support strategies for regulation and engagement
- Liaise with teaching staff and the SENCo to monitor progress and adapt support plans
- Contribute to EHCP targets and review processes where appropriate
- Support students' wellbeing, building trusted and positive relationships
- Assist with transitions (e.g. moving between lessons, into Year 7, or post-16 pathways)
- Contribute to a fully inclusive school environment

What We're Looking For:

- Strong communication and organisational skills.
- Able to work independently and as part of a team.
- Experience working with young people (desirable but not essential).
- Enthusiastic and motivated to help every child succeed
- A strong team player with a positive outlook
- Calm, resilient, and able to respond to challenges sensitively
- Committed to high standards of behaviour and achievement

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Although experience and qualifications will be an advantage, first and foremost we wish to appoint the right person to complement our team.

#### Why Join Warblington School?

- A supportive, welcoming and collaborative staff team.
- The chance to make a meaningful difference every day.
- Free financial wellbeing support.
- Free on-site parking and staff wellbeing programmes.
- Membership of the Local Government Pension Scheme.
- Access to the Blue Light Card scheme.
- Access to salary finance benefits
- Access to Doctor Care 24/7 healthcare for you and up to five dependents.

Closing Date: 1 June 2026

Interview Date: To be confirmed

**We would strongly recommend an early application as we reserve the right to close the vacancy if a suitable candidate is found.**

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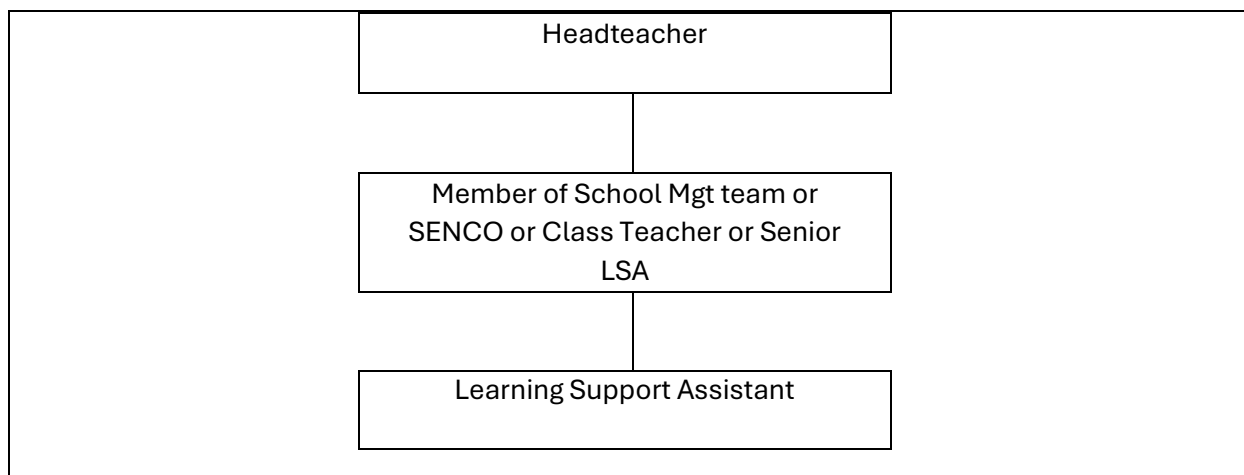
Kind

# JOB DESCRIPTION

## Section A

<b>Role profile ref:</b>	<b>02131</b>
Department/Section:	Education (Schools)
Role Title:	Learning Support Assistant (LSA) Level 2 (Generic)
Reports To - (Supervisor/manager's role title):	Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher or Senior LSA
Role Purpose: (why the role exists)	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school

## Section B Organisation



## Section C - Role Requirements

*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

<b>Accountabilities</b>	<b>Accountability Statements</b>	<b>% of Time</b>
Support for pupils	<ul style="list-style-type: none"> <li>Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachers</li> <li>Deal with behavioural and special needs issues in conjunction with the teacher</li> </ul>	25

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Support for teachers	<ul style="list-style-type: none"> <li>• Help implement lesson plans</li> <li>• Provide feedback to pupils without reference to the teacher</li> <li>• Take small class of small group of pupils for defined activities e.g. reading, in the presence of a class teacher</li> </ul>	25
Support for curriculum	<ul style="list-style-type: none"> <li>• Contribute with teacher to lesson contents and aims</li> <li>• Support and work with teacher in testing / assessment</li> </ul>	25
Support for the school	<ul style="list-style-type: none"> <li>• Carry specific specialist responsibility and support other staff in this area when needed</li> <li>• In conjunction with teacher, liaise with parents on pupil progress</li> </ul>	20
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> <li>• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace</li> </ul>	5

### Section D - The key decision making areas in the role

- A Level 2 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher
- A Level 2 LSA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.
- A Level 2 LSA, due to training and expertness, will normally carry a specific specialist responsibility (e.g. speech therapy) and support other staff in the school when help is needed in this area

### Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the LSA
- A Level 2 LSA carries supervisory/induction/mentoring responsibility for other LSAs and, if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils.
- Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs

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- A Level 2 LSA undertakes periodic whole class supervision in the temporary, short-term absence of the class teacher (N.B. There is likely to be national guidance available soon on the length of a short-term absence)

### **Section F - The main contacts – external/internal customer contacts and purpose**

- Internal (in school) – pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body
- External (outside school) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police

### **Section G - Working conditions – environment, and physical effort or strain.**

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Manual handling responsibilities
- Skilled in restraint techniques for dealing with difficult children
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

### **Section H - Context/additional information**

- There is a multi-role aspect to this job in that the expertise of the Level 2 postholder will affect the depth and range of support the class teacher can expect
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs.
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.

**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ2 standard
- Minimum of 3 year's relevant experience in a teaching/learning/child support working environment (desirable)
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

**Section J – Initial induction/training required to become effective in the role**

Estimated time to become operationally effective: 3-6 months

- “shadowing” experienced LSA in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and LSA
- professional relationships between staff and pupils
- support from “mentor” LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

**Section K – Operationally effective: How would effectiveness in role be demonstrated?**

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)

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- Able to monitor and record pupil progress
- Competent in working with group of pupils without direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)

## PERSON SPECIFICATION

	Essential	Desirable	Assessed by
<b>Experience</b>	<ul style="list-style-type: none"> <li>Working with or caring for children, young people or other vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>Working with children with special educational needs in a secondary school setting</li> </ul>	Letter and application form
<b>Qualifications/ training</b> You will have:	<ul style="list-style-type: none"> <li>Level 2 or equivalent qualifications in English and Maths</li> <li>Acceptable working level of computer literacy</li> <li>Willingness to attend training courses considered appropriate for the post</li> </ul>	<ul style="list-style-type: none"> <li>Training in aspects of SEN, i.e. ELSA, dyslexia</li> <li>Training in relevant learning strategies, e.g. literacy</li> <li>First aid training</li> </ul>	Letter and application form
<b>Knowledge</b> You will have:	<ul style="list-style-type: none"> <li>Knowledge and understanding of the different social, cultural and physical needs of young people</li> <li>Understanding of the importance of safeguarding and keeping children and young people safe</li> <li>Awareness of practices and procedures relating to the welfare, safety and education of children and young people</li> <li>Respect for the maintenance of confidentiality, whilst also having regard to the safeguarding protocols of information sharing where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Basic understanding of child development and learning</li> <li>An understanding of classroom roles and responsibilities and the LSA's position within these</li> </ul>	Letter and interview
<b>Personal attributes</b> You will have:	<ul style="list-style-type: none"> <li>Enthusiasm and the desire to provide the best possible learning experience for young people</li> <li>High expectations for students' achievement and behaviour</li> <li>Excellent communication skills at all levels</li> <li>A genuine care for children, particularly those who find learning and managing their behaviour difficult</li> <li>Patience with children who find conforming to rules and expectations difficult</li> <li>An interest in how children learn and behave</li> </ul>	<ul style="list-style-type: none"> <li>Good classroom and behaviour management skills</li> <li>Experience of how children who find learning new concepts and remembering taught concepts difficult might behave</li> </ul>	Letter and interview



## **EXPLANATORY NOTES**

### **Application Procedure**

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school (HCC) application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

**Early applications are encouraged, and we reserve the right to close the vacancy early if we receive sufficient applications for the role or if a suitable candidate is found.**

### **Appointment Process**

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful, you will receive a telephone call or email inviting you to attend an interview. It is therefore important that you give us your email address.

### **Pre- Employment Checks**

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.

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- 4) Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form

### **Conditions of Service**

Employment is subject to a number of pre-employment checking procedures – these are given above.

For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

### **Salary**

Support Staff, whether full or part time, will automatically be a member of the EHCC Pension Scheme unless they elect to opt out.

### **Policy on Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The School is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.