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11 – 16 Mixed Comprehensive NOR 1,500 (across two campuses)
Head Teacher: Krista Dawkins

Classroom/Learning Support Assistant

31.25 hours per week: Monday-Friday 8.15am-3pm, 39 weeks per year
Actual Salary: Grade C £17,631 - £18,371 (FTE £24,405 - £25,430) Depending on experience.

We are looking to appoint enthusiastic, creative and dedicated Learning Support Assistants to be part of the Inclusion and Support Faculty. Crestwood Community School is one school with two separate campuses serving central Eastleigh with a large Inclusion and Support Faculty which is overseen by the Achievement Leader for Inclusion and Support. The successful applicant will be joining Crestwood at an exciting time as the faculty is developing and continuing to grow in not only size but also expertise. We are currently oversubscribed, this is due to our reputation in the local community for our culture of care, pastoral systems and SEN support. We are looking for somebody who can continue to contribute to this culture and support the provision of pupils in order to meet their needs.

A HLTA in the Inclusion and Support Faculty stated:

“The Inclusion and Support Faculty is a rewarding place to work, where I am able to work with a friendly and supportive team. Everyday we deal with pupils who have complex and demanding needs, we support them to achieve their full potential.”

The role of a Learning Support Assistant is vital in supporting the academic, personal, emotional and social development of pupils in their lessons and during the school day. Primarily this role will entail working in partnership with class teachers, Provision Leads and the SENCO to ensure that pupils are able to access the curriculum, provide in-class support and emotional support to pupils in and out of lessons. The successful candidate must also be willing to deliver high quality interventions and education packages during tutor and lesson time, contribute to pupil's annual reviews and provide support during exams. The school runs two resourced provisions: one for Specific Learning Difficulties (SpLD), the other for Social, Emotional and Mental Health Needs (SEMH). We are therefore a unique place to gain deep experience across a broad range of learning needs.

These positions require someone who can empathise with students whilst holding them to high expectations. Good communication skills and an ability to clarify and explain instructions clearly are essential. You must be professionally discreet, have well developed interpersonal skills and a good sense of

humour. The ability to build appropriate and effective relationships with staff, students and parents is essential. All applicants must have good literacy and numeracy skills and the physical stamina to effectively support a range of students.

All staff in the Inclusion Support Faculty are required to have a specialism in an area of need, the successful candidate will either be required to have a specialism or undertake CPD to develop an understanding of an area of need.

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a **'good'** school. The report stated that at Crestwood *"there is a welcoming, friendly atmosphere"*. They also said that *"teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education."* In addition Ofsted report that *"many pupils, staff and parents describe the school as a 'big family'".* This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

As a school we take staff well being seriously. We offer staff the following:

- wellbeing weeks, with no commitments scheduled after school
- free lunch every day
- free tea and coffee
- half termly cooked breakfasts
- accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- weekly thank you bulletin
- birthday cards
- heads discretionary leaves of absence for family events
- acts of random kindness
- access to mental health first aiders

Our Head Teacher has a clear vision and an absolute determination to improve the provision of education across Eastleigh.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive "good" grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Please download details and a Support Staff Application form from the school website www.crestwood.hants.sch.uk located under the School Information / Vacancies tab. Please note we cannot accept a CV as a means of application. Email your completed application form to hr@crestwood.hants.sch.uk. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Closing Date: Friday 11th July 2025

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.



Person Specification - Learning Support Assistant

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Level 2 (i.e. A*-C) in Maths and English 	<ul style="list-style-type: none"> • Qualifications at Level 3 or above • Further study at further and/or higher education in courses relevant to the range of posts available.
Professional Development	<ul style="list-style-type: none"> • Knowledge of different types of special education needs • Experience of working with children 	<ul style="list-style-type: none"> • Experience of working within a school Aspirations to undertake teacher training
Experience	<ul style="list-style-type: none"> • Knowledge of secondary education • Knowledge of young people's attitudes and how to engage them 	<ul style="list-style-type: none"> • Delivery of intervention programmes • Ability to use academic or behavioural assessment tools to inform planning • Mentoring skills • Experience in supporting access arrangements or exam concessions.
Knowledge and skills	<ul style="list-style-type: none"> • Professionally discreet and able to respect confidentiality • Well developed interpersonal skills • Team worker • Trustworthy • Empathy with pupils and sympathetic to their needs • Ability to build positive relationships with staff and students • Ability to stay calm under pressure • Good listening skills and good judgement • Firm but fair • Flexible and a good sense of humour • Literacy and numeracy skills to a competent standard to support 	<ul style="list-style-type: none"> • Understanding of principles of learning processes and in particular barriers to learning

	access arrangements.	
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