



THE ORATORY



BRIEF FOR THE POST OF LEARNING SUPPORT ASSISTANT (1:1 SUPPORT)

This role will remain open until filled.

HMC CO-EDUCATIONAL 11-18 CATHOLIC BOARDING & DAY SCHOOL



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THE SCHOOL

The Oratory is an HMC co-educational, independent Boarding and Day school for children aged 11 to 18 years. It prides itself on providing an all-round education of quality and purpose. We welcomed our first girls to the school in September 2020 and now have over 100 girls across all year groups.

Renowned for our outstanding facilities and small class sizes, our wonderful South Oxfordshire country estate is within easy travelling distance of London, and accessible via major motorways, railways, and airports.

The Oratory School has high academic standards; however, we believe that an education is about more than statistics. We have a clear vision to ensure that every child flourishes and fulfils their maximum potential both in and far beyond the classroom. To this end, a wide variety of co-curricular activities enrich our students' learning, and all students get the opportunity to develop their specific talents to the full.

The Oratory is not a large school, and this enables each child to be known, valued, and stretched as an individual within our nurturing community.

Founded in 1859 by Saint John Henry Newman - we are a Catholic school which welcomes students of all faiths or none. Visitors often comment on the inclusive community atmosphere of our school, which we believe nurtures confidence, self-expression, and a desire to learn and grow.



A MESSAGE FROM THE HEAD, DR JULIAN MURPHY

Thank you for your interest in this key post at The Oratory School.

I am acutely conscious that it takes a considerable commitment to apply for a new role. In return you can expect us to expend a similar amount of time and energy in considering your application.

We are very proud of our school's history. The Oratory School was founded by Saint John Henry Newman – one of the greatest figures of the 19th Century – in Edgbaston, Birmingham in 1859 as a response to numerous requests to start a school for the education of the sons of Catholic gentlemen. Having spent time at Caversham, on the outskirts of Reading, the school moved to its present site, Woodcote House, in 1942.

I urge you to spend some time looking at our website, which I hope will give you a flavour of our school. The school is in very good heart, and we are improving our provision all the time. We currently have approximately 380 students at the school with a projected 400 for September 2024. Class sizes are small and facilities impressive: we have recently unveiled an ambitious plan for the next stage of the school's development. As an avowedly all-round school our aim is that everything we do – be it teaching, sport, music, drama, art, boarding or pastoral care – is done to the very highest standard. As a result of our success in this endeavour our reputation is enviable. However, we are anything but complacent about maintaining and building our reputation and numbers on roll, hence the importance of attracting and retaining high quality staff, both in the classroom and beyond it.

Our staff are a wonderful, supportive, professional, and good-humoured team, and the atmosphere of the school is often described as warm and positive, as well as purposeful. The Oratory has a fine reputation and tradition as an independent school in the local area, nationally, and abroad. Over the years, many members of staff have progressed from The Oratory to senior roles at other prestigious schools: the school's relative smallness means that staff can achieve significant levels of responsibility relatively quickly and feel that they are making a genuine difference to the school's development.

I am looking forward to working closely with the successful applicant for this post to further build our visibility, reputation, and numbers on roll. I hope that you are similarly excited by the prospect of a role at the creative heart of our wonderful community.

With best wishes

Dr Julian Murphy, DPhil (Oxon)
Head





LEARNING SUPPORT ASSISTANT

We are inviting applicants to apply for a Learning Support position within our SEND department. The role will be to work under the direction of the SENCo, to support the delivery of quality learning and teaching of a student with special educational needs. You would work one to one with a specific student who has a range of significant and complex needs such as ASC.

To undertake specified work with an individual under the direction and supervision of a qualified teacher.

To encourage participation in the social and academic processes of the school and enable them to become more independent learners.

To undertake work/care/support programmes to enable access to learning and to assist the teacher in the management of an individual in the classroom.

This is a fixed term role for 1 year with the potential for an extension beyond the initial term.

KEY TASKS & RESPONSIBILITIES

This position involves handling a variety of tasks, including data management, communication coordination and general administrative support, including:

- Work collaboratively with teachers and other professional agencies to provide effective support for learning activities.
- Awareness of and work within school policies and procedures.
- To work one-to-one with a student who has **complex** needs and provide an appropriate level of emotional and physical support where necessary.
- To provide support under the direction and supervision of teaching staff to assist in access to the curriculum and participate fully in school activities.
- Support a student one-to-one to understand instructions, support independent learning and inclusion.
- Implement and contribute to planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on student progress.
- Support the teacher in behaviour management and keeping student on task based on expectations.
- Provide support with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher.
- Support the teacher in monitoring, assessing, and recording student progress/activities.
- Provide feedback in relation to attainment and progress under the guidance of the teacher.



- Support the use of ICT in the curriculum.
- Support one-to-one sessions through learning and planned learning activities.
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements.
- Prepare and present displays.
- Support students in their social development and their emotional well-being, reporting problems to the teacher as appropriate.
- Share information about the student with other staff, parents/carers, internal and external agencies, as appropriate in line with school policies and procedures.
- Assist in the development of student support plans and achievement plans.
- Undertake student record keeping and maintenance of records as requested.
- Invigilate examinations and tests.
- Assist in escorting and supervising on educational visits and out of school activities under the direction of a teacher.
- Support in developing and implementing their own personal and social development; including social skills.
- Assist students with eating, dressing and hygiene, as required, whilst encouraging independence.
- Provide basic first aid, liaising with senior leaders and medical staff and if appropriate referral to health service in emergency cases.

Support for the School

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Show a duty of care and take appropriate action to comply with health and safety requirements at all times.
- Be aware of and support difference and ensure that all students have access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- To attend morning briefings and staff meetings as required.
- Participate in training and other learning activities and performance development as required to meet individual student and staff needs.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

This job description should be seen as indicative of the type of responsibilities included within the role and not as a comprehensive list. You may be required to undertake such other reasonable duties from time to time as the school may reasonably require.



Hours

This is a full time, term time role for 35.7 hours a week, 39 weeks of the year: 34 weeks term time; one additional week for INSET training and the start/end of terms; and 4 weeks' holiday to be taken during the school holidays).

Monday: 8.30am to 5.00pm (includes a 30-minute unpaid lunch break)

Tuesday: 8.30am to 5.00pm (includes a 30-minute unpaid lunch break)

Wednesday: 8.30am to 5.00pm (includes a 30-minute unpaid lunch break)

Thursday: 8.30am to 5.00pm (includes a 30-minute unpaid lunch break)

Friday: 8.30am to 5.00pm (includes a 30-minute unpaid lunch break)

Total hours per week: 37.5 .

Salary

TBC

Benefits

- Free Sports Centre membership with access to the gym, squash courts, lane swimming and golf course.
- Meals while on duty during term time.
- Contributory pension scheme.
- Death in Service benefit.
- Free parking.

Safeguarding

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The following duties will be deemed to be included in the duties, which you may be required to perform:

- child protection, discipline, health and safety.
- promoting and safeguarding the welfare of children and young persons for whom you are responsible



PERSON SPECIFICATION

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none">• NVQ 3 in Supporting Teaching and Learning, or equivalent.• Experience of working in a role that requires flexibility and self-management.• Experience of working in a busy and dynamic SEND environment.• A commitment to undertake CPD as appropriate.	<ul style="list-style-type: none">• An understanding of the varied needs of children as they develop socially and academically.• A knowledge of behaviour management techniques that support school and classroom practices.
Skills	<ul style="list-style-type: none">• Demonstrably good IT skills including Word and Excel.• Excellent administrative and organisational skills.• Demonstrably effective written and oral communication skills to a high standard.• Ability to build effective and collaborative relationships with others.• Good attention to detail.• An understanding of the varied needs of children as they develop socially and academically.• A knowledge of behaviour management techniques that support school and classroom practices.• Ability to be flexible to the needs of children.	<ul style="list-style-type: none">• Experience of children within 11-16 age group.
Aptitude	<ul style="list-style-type: none">• Maintains confidentiality and discretion.• Ability to demonstrate professional conduct, credibility and integrity to gain the confidence of managers, staff, and stakeholders• The ability to work on own initiative and prioritise workload effectively, as well as being a committed team player.• Be able to demonstrate a commitment to promoting the ethos of the school.• Ability to work flexibly and accept challenges with a positive proactive attitude.• Ability to remain calm under pressure.• Resilient attitude.• Caring, patient and understanding nature.• Ability to manage time effectively.	





HOW TO APPLY

Applicants should complete the school's application form and send together with a covering letter in PDF format to recruitment@oratory.co.uk

Early applications are encouraged. We reserve the right to close this advertisement if we receive a high volume of suitable applications or if we find a suitable candidate from early applications.

Please send postal applications together with a covering letter to:

Director of People
The Oratory School
Woodcote
Reading
RG8 0PJ

For any queries, please email recruitment@oratory.co.uk.

The Oratory Schools Association Registered Charity No 309112 is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo checks with past employers, online and the Disclosure and Barring Service.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exception Order 1975, 213, 2020.





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