

Rutlish School



Learning Support Assistant

Job Information Pack

Deadline: 9am on Monday, 7th July 2025



RUTLISH SCHOOL

Watery Lane, Merton, London SW20 9AD

Headteacher: Ms L Howarth

Learning Support Assistant

Post: Learning Support Assistant
Grade: ME4 Point 3-4
Salary: Full time £27,729 - £28,125
Actual: £20,669 - £20,964 (based on ME4 Point 3, 30 hours/39 weeks)
Hours: 30 per week
Weeks: 39 per year (Term Time + INSET Days)
Contract: 12 months fixed term
Start: September 2025

Monday: 8.15am – 3.15pm (including 2x 30minute unpaid break)

Tuesday to Friday 8.30am – 3.30pm (including 2x 30minute unpaid break)

Part time considered for the right candidate

Purpose of Job: To work under the direct supervision of the SENDCO/Deputy SENDCO to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting individuals or small groups of students.

For full details, please see the Job Description and Person Specification.

Rutlish School has an exciting opportunity in its' SEN Department for an enthusiastic, experienced or new Learning Support Assistant who has a genuine passion for student learning and progress, and enjoys working as part of a highly effective team. This post provides an opportunity to work in an outstanding school where staff make a REAL difference to the lives of young people.

What we can offer?

Experience of working in an "outstanding" oversubscribed school: In September 2024, Ofsted rated Rutlish as "Outstanding" in all five areas of judgement.

The School is set in a conservation area close to Wimbledon town centre, with excellent transport links; London Underground, British Rail, bus routes and the tram are all close by. There is also ample on-site free parking for staff coming by car. Other benefits of working for Merton include; membership of the Local Government Pension Scheme, access to the Employee Assistance Programme for you and your family, discounted membership to Merton leisure centres, employee discounts on a range of leisure activities, from days out to magazine subscriptions, as well as hair and beauty treatments, courses at Merton Adult Education, entertainment events and discounts at local restaurants. You could also benefit from Merton's cycle-to-work scheme and have free membership to the Old Rutlishians Association who have events such as live acoustic nights and comedy nights.

The benefit of regular professional development.

If you have a commitment to achieving high standards and would like to join our dynamic team, then we look forward to receiving your application. A Job Information Pack and application form can be found on the school website

www.rutlish.merton.sch.uk

Deadline: 9am on Monday, 7th July 2025

Completed application forms should be sent to jobs@rutlish.merton.sch.uk by 9am on Monday, 7th July 2025

No Agencies or CVs please as these will not be considered for shortlisting

We are committed to safeguarding and promoting the welfare of children, therefore all applicants are required to undertake an Enhanced Disclosure & Barring Service check.

We fully support the London Borough of Merton's Equal Opportunities Policy.

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Details of the Progress Centre

The Progress Centre (SEND and Inclusion Departments) is committed to creating provision to support a range of students with diverse needs, in gaining full and equal access to the curriculum. It is an area that emphasises the Rutlish ethos of Achievement for all.

The experienced and well-qualified team comprises three strands:

- SENDCO, Deputy SENDCO, Specialist Teachers, Lead Learning Support Assistants and Learning Support Assistants and Administrator.
- EAL Co-ordinator and EAL Assistants.
- Inclusion Manager, Learning Mentors, Mental Health Support, and Time Out.

Outside agencies offering advice and support include: Sensory Team, Educational Psychologist, Speech and Language therapists, CAMHS (Children and Adolescents Mental Health Support), Educational Welfare Officer, My Futures, Merton Autism Outreach Service, MIASS and School Nursing Team.

Learning Support

All students are assessed on entry into Rutlish School. This facilitates early identification of need. Learning Support provides in-class support and small group work for students with Educational Health Care Plans (EHCPs) and students with additional needs. Workshops are varied including literacy teaching: reading for meaning, comprehension, spelling and numeracy. Students identified as having Special Learning Difficulties or Language and Communication Difficulties are also supported via small group or one to one sessions. Groups are run to support students with developing social skills, organisation and accessing the national curriculum. Additional in-class support helps access to the national curriculum.

Speech and Language Provision (ARP)

Rutlish School has an Additionally Resourced Provision for ten students with identified Speech, Language and Communication Needs. Support programmes are individually organised with input from a Speech and Language Therapist. Boys identified as having Speech, Language or Communication Needs have access to specific teaching and learning programmes covering literacy, language and social skills.

EAL

The EAL room is where students from all ethnic, cultural and religious backgrounds can meet to develop their vocabulary, literacy and independent learning skills. Where appropriate, students have individualised programmes tailored to meet their needs. In-class support is also provided.

Counselling/support team Inclusion

This team enables students to access a range of support at particular times during their school life. This would include transition from primary school to secondary school and from secondary school to post 16 provisions. Also to support at times when additional help may be needed to cope with personal events in a students' life. This support will enable a student to facilitate in full enjoyment of school life.

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Job Description

Post:	Learning Support Assistant (One year fixed term contract)
Scale:	ME4
Responsible to:	SENDCO or Deputy SENDCO
Purpose of Job:	To work under the direct supervision of the SENDCO/Deputy SENDCO to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting individuals or small groups of pupils.

Duties:

1. Supporting the Student

- a. Drawing on knowledge of various forms of SEN, to develop an understanding of the specific needs of the student(s) concerned.
- b. Taking into account the special needs involved, to aid the student(s) to learn as effectively as possible both in group situations and on his own by, for example:
 - clarifying and explaining instructions
 - ensuring student is able to use equipment and materials provided
 - motivating and encouraging student as required
 - assisting where difficulties are experienced e.g. language, behaviour, reading, spelling, handwriting/presentation etc.
 - helping students to organise for, concentrate on, and finish work set
 - meeting physical needs as required whilst encouraging independence
 - working under the direction of the class teacher to devise complementary learning activities
- c. To establish a supportive relationship with the student(s) concerned and encouraging the student(s) to contribute his views.
- d. To encourage acceptance and integration of the student with SEN.
- e. To develop methods of promoting/reinforcing student(s) self-esteem
- f. To support students with SEN during their exams

2. Supporting the Teacher

- a. To assist the class teacher (and other professionals as appropriate), in the development of targets arising from the Statement and a suitable programme of support and assessment for the student(s).
- b. In conjunction with the class teacher and/or other professionals to record the student(s) progress.

- c. To contribute to the maintenance of the school's system for student assessment and record keeping.
- d. To participate in the evaluation of the support programme.
- e. To provide regular feedback about the student to the teacher(s).

3. Supporting the School

- a. Where appropriate, to develop a relationship to foster links between home and school.
- b. To liaise, advise and consult with other people supporting the student(s) when asked to do so.
- c. To contribute to reviews of the student(s) progress, especially termly reviews and the statutory "Annual" Review of the Statement.
- d. To attend relevant Continuing Professional Development.
- e. To be aware of school procedures.
- f. To work effectively with the school's SENDCO.
- g. To show a personal commitment to safeguarding and promoting the welfare of children and young people.
- h. To undertake any reasonable duties as directed by the line manager.

Any other tasks as directed by the Headteacher which fall within the remit of the post.

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Person Specification



Post:	ME4 - Learning Support Assistant
Responsible to:	SENDCO
Purpose of Job:	To assist in the delivery of the provision and needs outlined in the pupils on the SEN register within a mainstream school

1. A person with experience, or with the ability/desire to learn, and with additional qualifications in an area relevant to support the named student(s) SEN who is conversant with current educational theory and practice.
2. Applicants must have a grade C or above in GCSE Maths and English. Alternatively, applicants must be prepared to work towards achieving these qualifications.
3. Familiarity with the legislative framework, Code of Practice, relevant DfE circulars and current literature and research relating to SEN issues.
4. Recent and successful experience in planning and delivering effective support programmes, especially in developing literacy.
5. To demonstrate an understanding of working within and across schools and with parents and external agencies.
6. Experience in and knowledge of the skills required to develop programmes, draw up and contribute to record-keeping and reports within a staged SEN framework.
7. Evidence of good oral and written communication skills.
8. Ability to create and foster good relationships with a range of professionals and non-professionals.
9. A clear commitment to equal opportunities, both in principle and practice.
10. Experience in a school setting would be desirable.

***Candidates are asked to address all the person specifications in their letter
of application, in sequence.***

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