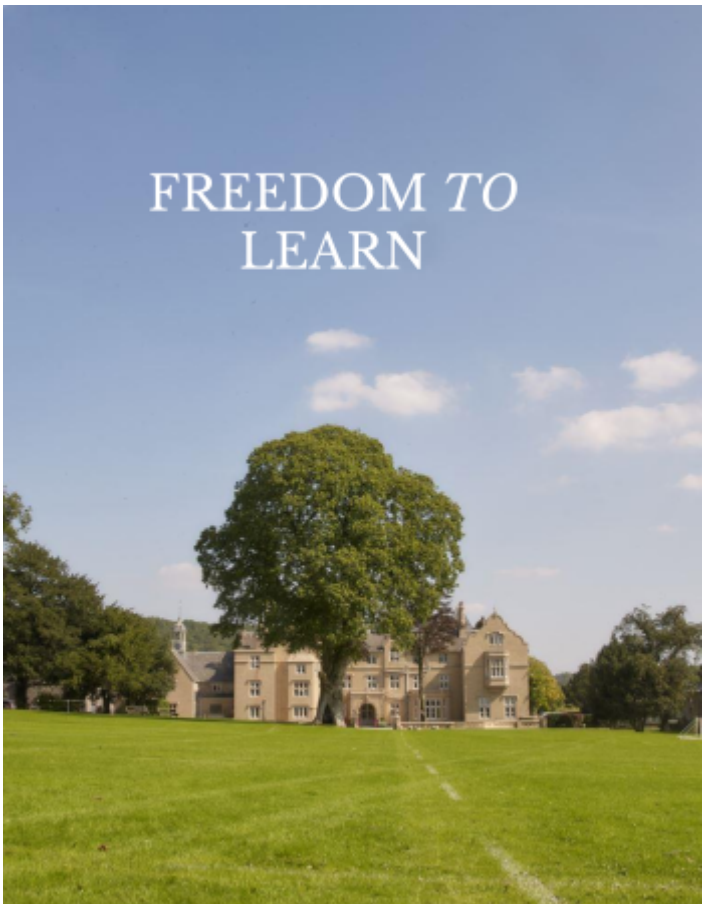
ALL HALLOWS SCHOOL



Application Pack
Learning Support Assistant

An innovative co-ed independent prep school
in the heart of Somerset for pupils aged 3 to 13 years

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At All Hallows School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

Welcome to All Hallows



At All Hallows, we believe every child should be supported to develop at their own pace. Our teaching is carefully differentiated to meet the individual needs of each pupil, ensuring that all learners are appropriately challenged and supported. High standards, engaging delivery, and a strong focus on core skills—particularly in phonics and maths—enable our pupils to build firm foundations for success.

We believe that happy children are successful children. Whether in the classroom, exploring our beautiful grounds, or engaging in co-curricular activities, our focus is on cultivating a love of learning, curiosity, resilience, and a strong work ethic. Pupils are encouraged to embrace new experiences, take risks in a safe environment, and develop lifelong learning habits. Every child is supported by a nurturing, committed staff team and by their peers, fostering a culture of kindness, encouragement, and mutual respect.

While our children are protected and nurtured, they are also challenged—empowered to grow into confident, independent, and resilient young people, well prepared for the future.

If this sounds like the kind of school community you'd like to be part of, we would be delighted to receive your application.

Trevor Richards

Dr Trevor Richards (CPsychol)
Head

All Hallows' Ethos

Every child has an inherent value, which is exceptional and exclusive to them. Our mission is to provide a secure, happy and inclusive community, where children will develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world. Whilst we protect and nurture our children, we also challenge and extend them in order to build their ability to thrive as adults in the future.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity.

We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully, embracing with energy and enthusiasm the great opportunities that lie ahead. It is our sincere desire that each will use their knowledge, skills and passions, and their understanding of the Christian faith to make the world a better place – and believe they can do so.

All Hallows' Aims

Intellectual
Through the school's teaching and learning, we aim to promote each pupil's intellectual character, cultivating their capacity to combine thinking skills with knowledge, confidence and self-esteem, to believe in the legitimacy of their own thoughts, to speak their mind articulately (but change it when required), to contest poor

thinking and prejudice assertively, and enjoy the challenge of mental sparring. We foster intellectual risk-taking and curiosity, independence, resilience and effective learning habits within an ambitious, supportive learning community where individual learning profiles are nurtured and celebrated, and where all children are encouraged to strive to achieve their very best.

Personal
We aim to instil an understanding, appreciation and love of healthy lifestyle choices by offering a wide range of personal development opportunities through sports, music, drama and an extensive array of activities to supplement and enhance classroom learning. Every aspect of school life is seen as a learning opportunity and a chance to promote the development of the whole child.

Creative
We encourage children to take a creative approach to all that they do. We aim to foster diversity, critical thinking, imaginative insights and fresh ideas through ensuring children are in touch with things that inspire and excite them. We encourage children to express themselves, to collaborate, to exchange ideas and build collective solutions to complex problems.

Emotional
Happiness, confidence and self-esteem are key to living a fulfilled life and underpin great learning. We strive to develop children's emotional intelligence, encouraging resilience, effective communication skills, empathy, forgiveness and respect for others. We want our children to develop their global awareness and social responsibility, to embrace energetically and contribute to the communities and environments in which they live.

Spiritual
We aim to awaken the children spiritually through the integration of Catholic Christian principles into the school's everyday life, the provision of warm relationships, prayer, worship and opportunities for reflection and contemplation.

Alongside the fulfilment of these interconnected themes, with a close collaboration between home and school, we seek to achieve the successful transfer to the most appropriate senior school for each of our children, taking into account their interests, strengths and character.



Intellectual Characteristics - What does a good learner look like?

If we were to visualise a picture of a good learner, we would think about a person who has the following intellectual characteristics:

Cognitive (Thinking Skills)

- **Curiosity** – an eagerness to ask questions, to discover, to learn and understand new things.

- **Originality** – the inclination to be creative, to think laterally to generate innovative ideas and solve tricky problems.
- **Good judgement** – a desire to think critically, to assess options carefully and think about the value of ideas and information before making decisions.
- **Flexibility of mind** – a readiness to be open-minded, to recognise alternative perspectives, welcome alternative viewpoints and change one's mind in light of new evidence.

Emotional

- **Ambition** – a desire to aim high and set clear goals. A willingness to put in lots of effort and to try and be the very best one can be, knowing that hard work makes a difference.
- **Initiative** – a willingness to be independently minded, think ahead, be organised and work things out for oneself.
- **Focus** – the willingness to be careful, accurate and thorough; to pay attention to detail and avoid silly mistakes. A proficient learner can concentrate well, as well as become absorbed in what one is doing.
- **Risk-taking** – the courage to take a chance rather than to choose the easy option; to be open to fresh challenges and push oneself to develop new skills, even when success may not be guaranteed.
- **Resilient** – a willingness to seek alternative ways of doing things when one comes up against an obstacle and persists when it might be easier to give up. It is also important to have a sense of humour and recognise that everyone stumbles, but what matters is learning to deal positively with any feedback.
- **Reflectiveness** – an inclination to review and consider methods and approaches that have been tried. Good learners think about both successes and failures with a view to making the most of their potential. They appreciate that much of their success is due to their own efforts, rather than just their innate ability.

Social

- **Collaboration** – the capacity to work productively with other people and to build collective solutions. They know when to seek help from and when to support other people, along with when to speak up and went to compromise.
- **Self-assurance** – the belief in one's own capabilities and the confidence to deal positively with difficult or unexpected challenges, knowing that learning can be a struggle at times. In fact, effective learners understand that we learn best when we have to think hard about something.



Job Description

Job Title Learning Support Assistant

Responsible to

- Head
- Deputy Head Academic
- SENDCo
- Head of Year
- Class Teacher

Main Responsibilities

- To nurture the children and promote the development of the whole person (body, mind and spirit).
- To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils you are to support.
- To encourage acceptance and inclusion of all pupils with special needs.
- To establish a supportive and good working relationship with the pupils concerned.
- To support and teach groups of children across the school. Including specific interventions or programmes as guided by the Class Teacher or SENDCo.
- To carry out interventions, both specific schemes and tailor-made programs, either on a one-to-one basis or in small groups.
- To support children within the classroom by being teacher-led.
- To prepare appropriate work for any interventions.
- To aid the pupils to learn as effectively as possible in both group and individual situations, for example:
    - Clarify and explain instructions
    - Ensuring the children are able to use equipment and materials provided
    - Motivate and encourage the pupils to learn as required
    - Assist in weaker areas i.e. language, reading, maths
    - Help them to concentrate on completing tasks set
    - Meeting physical needs whilst encouraging independence
    - Designing/implementing Programmes of Work.
    - Writing/evaluating IEP targets
    - Liaising with class/subject teachers about in class support targets
    - Developing appropriate resources to support the children
- To plan and liaise frequently with professional colleagues in order to ensure equality of opportunity.
- To make optimum use of relevant assessment methods in order to track progress and set pupil specific targets.
- To record the progress of all pupils.
- To ensure a safe, purposeful and positive classroom environment including stimulating displays and appropriate resources.
- To attend and contribute to staff meetings and planning sessions (collaborative), working closely with the SENDCO and class/subject teachers, including giving feedback and identifying next steps.
- To liaise with SENDCo and to ensure relevant and appropriate support is made available to children you teach.
- To promote and reward positive behaviour at all times.

- To maintain an overview of the social development of the individual child in conjunction with the subject specialists and other school staff. This may involve attending review meetings with parents and other professionals, including outside agencies.

- To communicate with parents and outside agencies as/when necessary.

- To contribute to any combination of Drama, Sport and Music in the school as deemed necessary on appointment.

- To attend to the health, welfare and safety of the children including when the children are in the external play areas and on local walks and outings, adhering to the school Health and Safety policy and procedures at all times.

- To be positive, fully committed, and to support the ethos and direction of the school wholeheartedly.

- To discharge all other tasks pertaining to the education and welfare of the child you are supporting as reasonably directed by the Head or SENDCo.



Confidentiality

During the course of employment, you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation. In addition, he/she must process the data and personal information in accordance with the terms and conditions of the General Data Protection Regulation 2018 and properly applied to pupil, staff and school business/information.

Professional Standards

- Communicate regularly and freely with the SENDCO and other colleagues.
- Be ready to listen to and to try new ideas and working practices.
- Be professional at all times
- To maintain high personal standards of appearance, behaviour and punctuality.
- Request permission from the SENDCo for any absence from school and to give notice to those concerned in good time so that cover can be arranged for any absence.

Person Specification

Qualifications and experience required

- Teaching Assistant Qualifications of Level 3 or above (desired), or proven experience working within a learning support role.
- GCSE Maths & English or equivalent
- Experience of working with children with additional educational needs.
- We also welcome applications from those looking to start a career within Learning Support and open to opportunity to undertake apprenticeship.

Other skills required

- Computer literate
- Excellent interpersonal skills
- Strong organisational skills
- Be able to work independently and take initiative
- Ability to build effective working relationships
- Work within a team to identify best practice
- Be prepared to adapt your practice to ensure each child makes progress
- Excellent time management

Personal qualities



- A genuine passion for supporting children's learning and development.
- Positive and forward thinking
- Think creatively to solve problems
- Patient and caring approach
- Efficient
- Willing to contribute to the school community
- High standards and expectations
- Ability to work in a team
- Able to motivate pupils and colleagues
- Enjoy the company of children
- A sense of humour and enjoyment at work

Working Hours

- We welcome full and part time applicants
- Fixed term contract commencing January 2027 - August 2027

Benefits

- Complimentary lunch
- Car parking on site
- Employee Assistance Programme
- Employee Discount Scheme
- Continued Professional Development programme

How to Apply

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- Safeguarding and promoting the welfare of our pupils is our highest priority. All Hallows School aims to:
    - Recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.
    - This policy applies to the whole school, including EYFS. These procedures are designed to comply with the guidance given by the DfE as defined in 'Keeping Children Safe in Education Sept 2025' in conjunction with 'Working Together to Safeguard Children February 2019' and form an element of the school's Safeguarding policy to which reference should also be made.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.



Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.
- All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.
- All candidates invited to interview must also bring with them:
    - a current driving licence including a photograph or a passport or a full birth certificate
    - a utility bill or financial statement showing the candidate's current name and address
    - where appropriate, any documentation evidencing a change of name.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

- Any offer to a successful candidate will be conditional upon:
- receipt of at least 2 satisfactory references
- online search check
- verification of identity and qualifications
- a check on the Department for Education Child Barred List
- a satisfactory DBS Enhanced Disclosure
- where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness
- satisfactory completion of the probationary period
- the school will only submit an application to the relevant disclosure service once the position has been accepted

All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA and GDPA).

Please note:

Where a candidate is:

- found to be on Department for Education Child Barred List, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children

the facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.



Our Commitment to Safeguarding and Inclusion

All Hallows School is committed to safeguarding and promoting the welfare of children. The post is subject to an enhanced DBS check and satisfactory references. We will only submit a DBS application once a role has been formally accepted.

All Hallows is a fully inclusive school where the well-being, development, and achievement of every child are at the heart of all we do. We are proud to nurture a community where everyone is respected, valued, and empowered to thrive, and where all members—pupils, staff, and families—are recognised as being of equal worth.

We are committed to creating an environment that celebrates diversity, actively challenges discrimination, and promotes equality of opportunity for all. Guided by the principles of the Equality Act, we strive to eliminate barriers, address disadvantage, and foster positive relationships across our community. Our aim is to ensure that every individual feels a strong sense of belonging and is supported to reach their full potential.