



St Mary's School
C A M B R I D G E

Learning Support Assistant
(Junior School)

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St Mary's Ethos

St Mary's School, Cambridge is an independent day and boarding school for girls aged 3 to 18. We have a school roll of approximately 650 pupils. A fifth of the girls are boarders. Reflecting the cosmopolitan community of Cambridge, approximately 12% of students are from overseas, from 34 countries.

A Christian school in the Catholic tradition and founded on the principles of our 17th century foundress, Mary Ward, we have a unique approach to education and an atmosphere which fosters a love of life and learning, while growing the academic talents and spiritual wellbeing of each individual girl, from within. We warmly welcome girls – and staff - of all Christian denominations and other faith and secular backgrounds to join our thriving community.

At St Mary's School, Cambridge, we don't offer a one-size-fits-all education: we provide renowned pastoral care, understanding and individual support which, coupled with dedicated academic learning opportunities, encourages girls to look beyond themselves, so that they enter adulthood aspiring to be more and to give more, not just to have more.

Recently the School celebrated its 120th anniversary year. Building on our 400-year tradition, St Mary's School, Cambridge belongs to an international network of just under 200 Mary Ward schools worldwide, presenting the possibility of exciting and innovative opportunities for our students.

Cambridge Location

The School offers a secure and welcoming learning environment for girls: we are delightfully situated in the heart of the academically and culturally vibrant city of Cambridge, with the Senior School and boarding house overlooking the University of Cambridge Botanic Gardens.

Cambridge is an outstanding place to live and work. As a University centre, the city has the cultural advantages of a much larger settlement but with a population of just 128,000 it is a safe, clean and attractive location. The city with has an international reputation owing to its world ranking University with which the school has multiple and growing links. As the heart of Silicon Fen, the school benefits from the digital and enterprise communities in the various high-tech science parks and enterprise hubs. Addenbrookes is a key teaching hospital and again the school has excellent links. We are within easy travelling distance of London (50 minutes by train) and 30 minutes from Stansted Airport.

School facilities

There has been major investment in new facilities at the School over the past decade: a new Junior School; a new Sixth Form Centre; new provision of Art & Photography; the creation of our Science Hub and our new boarding facility, Mary Ward House. We have invested in our playing fields through an ambitious collaboration with Homerton College, University of Cambridge and have invested in a new boat house in a joint partnership with a city rowing club and Homerton College.

Digital Strategy at St Mary's

St Mary's is a digital school. Technology is a means of underpinning St Mary's core purpose and values. It supports the School in its goals through:

- Developing a community of staff and students which learns in, responds to and engages with an ever-changing digital world
- Preparing students for their future by giving them the confidence to work in a digital environment
- Establishing creative teaching and learning environments

- Employing teaching staff who are trained and supported to be technologically and digitally skilled.

All members of St Mary's work digitally using Microsoft 365 as a platform. This is further organised into an interactive learning and working platform through a system called St Mary's Cloud. All students in the Senior School and Sixth Form have access to an individual device - either an iPad or Chromebook. This is used in lessons and at home.

High Performance Learning at St Mary's

We empower all our students to aim high which is why we have chosen to become a High Performance Learning (HPL) school. Academic year 2021-22 marks the fifth year of our HPL journey and there has never been a more exciting time to join our team.

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It sees all students as potential high performers who are not limited by 'ability'. Some may take longer to reach high performance, but most are capable over time. HPL makes the goal of high performance the expectation for all students and uses a unique teaching and learning framework to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to reach success.

HPL significantly improves student academic outcomes, creates students who have the values, attitudes and attributes that enable them to meet the challenges of adult life and enables school to achieve these outcomes consistently. HPL provides a shared philosophy and language for teaching and learning which smooths transition and enables professional collaboration.

Based on research from across cognitive psychology, gifted education and neuro-science, and on 30 years of practical experience of educators in over 16 countries, the HPL philosophy stems from the following key principles:

- High performance is an attainable target for everyone
- We can systematically teach students how to succeed in school
- The best schools produce students that are intellectually and socially confident, work-place and life-ready with a global outlook and a concern for others
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success
- Schools can only become really strong by fostering a professional community of practice among their educators

Here at St Mary's, we are proud to be developing our own approach to HPL and welcome applications from like-minded colleagues who are ambitious for their students and committed to research-based approaches to teaching and learning.

For further information please visit <https://www.highperformancelearning.co.uk/>

St Mary's Community

Above all, St Mary's School, Cambridge is a very happy place. We have an excellent local reputation for being very friendly and nurturing and yet ambitious for the young women in our care enabling strong progress to next steps at university, the world of work or a GAP year. Our girls are genuinely delightful, the teachers and support staff are exceptionally dedicated: we are a very close-knit, loving, joyful and purposeful community.

Job Description

Job Title:	Learning Support Assistant at St Mary's Junior School, Chaucer Road
Reporting to:	Head of Juniors
Key Objectives:	To assist and support teachers inside and outside the classroom. This will include supervising the children outside of the classroom and helping with after school clubs and activities. The post holder will also be expected to help prepare and participate in the school open days and other events, including those held during the evening.
Hours of work:	Part-time (Term-time only) (9 – 6pm 2 days, 8 - 5 3 days per week)
Salary:	£22,110actual / £25,522 FTE

Key Responsibilities:

Teaching and learning:

- Assist in the academic and personal development of pupils under the direction and guidance of the Head of Juniors and teaching staff
- Assist in the implementation of support programmes for individual and small groups of pupils and help monitor their progress
- Provide support for individual pupils inside and outside the classroom to enable them to make excellent progress
- Assist class teachers with maintaining pupil records
- Take part in field trips in a support and supervisory capacity (training will be provided).
- Carry out administrative tasks as required
- Undertake other duties from time to time as the Head of Juniors requires
- Attend regular CPD meetings alongside other LSAs and teachers
- Work closely with other LSAs to ensure full supervision continues in the absence of a colleague
- Provide First Aid (training will be given) to pupils and staff at the School as and when required

Standards and quality assurance:

- Support the aims and ethos of the school by reading and understanding the school policies and through observation and discussion with the Head of Juniors and staff
- Personal appearance is an important contribution to the image and reputation of St Mary's. Please observe standards of dress and appearance appropriate to working in a professional environment
- Set a good example in terms of punctuality and attendance
- Attend team and staff meetings when required by the Head of Juniors

- Undertake professional duties that may be reasonably assigned by the Head of Juniors e.g. partaking in school field trips, supervising children, group work as assigned by the class teacher, participating in courses e.g. in First Aid
- Take personal responsibility in providing a safe environment for children at all times
- Maintain professional standards and adhere to health and safety requirements, and Child Protection/Safeguarding guidelines

Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • GCSE/'O' levels in English and Maths • Able to demonstrate high standard of literacy and numeracy 	Classroom/Teaching Assistant qualification: NCFE level 2 BTEC level 2 NVQ Early Years level 2 and 3
Experience	<ul style="list-style-type: none"> • Experience of childcare/working with children. 	Previous experience as an LSA
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Able to interact positively and sensitively with the children • Well organised and able to assist with administrative tasks • Able to carry out the instructions of the Head of Juniors and Teaching Staff • Be positive in allowing the necessary flexibility within a Junior School • Show commitment to the work of the school and individual pupils. • Be punctual and reliable • Remain committed to the safety and child protection policies of the school. • Remain committed to the equal opportunities. • Maintain professional and ethical standards at all times 	Good ICT skills
Personal Attributes	<ul style="list-style-type: none"> • Team player • Friendly and approachable manner • Flexible and adaptable • Diligent and conscientious • 'Can do' attitude and proactive approach • Ability to work with people at all levels • Maintain a high degree of professionalism at all times • Observe standards of dress and appearance appropriate to working in a professional environment • Self-motivated • Willing to be a First-Aider 	

We are all members of one community and must therefore endeavour, at all times, to maintain positive working relationships with all colleagues, treating others with the same level of professionalism, respect and politeness that we would wish for ourselves. In addition, you are required to work in pursuit of our core aim, which is to ensure every student's aspirations, capabilities, interests and talents are recognised, nurtured and celebrated. We pride ourselves on our academic standards, extra-curricular provision and pastoral care. Your performance in this regard will be judged by your outcomes relating to work, attitudes and professional behaviours.

Child Welfare and Child Protection Issues

The interview for this post will include exploring issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships with children and young people.
- Emotional resilience in working with challenging behaviours.
- Attitudes to the use of authority and maintaining discipline.

Any relevant issues arising from the take up of references will be discussed at interview.

The school is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an Enhanced Disclosure and Barring Check.