



# Chester International School

## Post of: Learning Support Assistant

32.5 hours per week, 39 weeks per year

Temporary Contract from 2<sup>nd</sup> September 2025 to 22<sup>nd</sup> July 2026

Salary: Grade 4 SCP 4 to SCP 6 £24,404 to £25,183 full time  
equivalent salary (£18,414.14 to £19,001.94 pro-rata)

Closing Date: Tuesday 1<sup>st</sup> July 2025

Interview Date: Friday 4<sup>th</sup> July 2025

## Application Pack



CHESTER  
INTERNATIONAL  
SCHOOL

< ENTRANCE

Welcome to  
Chester International School

**Chester International School** is part of **The Learning Trust (TLT)**. Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. Our values are displayed on this page. We believe that through them and through honest and open collaboration, higher standards will be achieved across the Trust.

TLT currently comprises of three secondary schools: Chester International School, Christleton High School and Queen's Park High School, and one primary school: Belgrave Primary School. Discussions continue with the aim of expanding our offer to partners both local and international. Our offices are based at the Handbridge Campus, Chester. We believe that Chester and the North West offers a truly brilliant opportunity for education, business and quality of life, and it is our mission to further enrich this by providing an education service which is both diverse and outstanding.



**1. Students are always first** - the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.

**2. Mutual benefit** - the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.

**3. Inclusivity** - the Trust will welcome students of all backgrounds and abilities.

**4. Freedom to innovate and make decisions** - optimum delegation to local Governing Bodies and individual schools commensurate with the Trust's statutory responsibilities and efficiency.

**5. Excellence and learning** - every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.

**6. Partnership** - the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students, and to improve education in the area.

**7. Fairness** - all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.

**8. Integrity** - all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.



**Darran Jones**  
Chief Executive  
Officer



**Paul Heath**  
Chair of Trustees



# OUR SCHOOLS



## QUEEN'S PARK HIGH SCHOOL

*I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. Queen's Park is an ambitious, forward thinking school with a clear vision, which is to 'Inspire Individuals, Empower Minds and Define Futures'. We strive to provide the very best learning and personal development opportunities for every young person in our care, but we also strive to provide these opportunities with care too! We are very proud to announce that our school was awarded Secondary School of the Year at the Excell Standard Education Awards 2024.*

**Tom Kearns, Headteacher**



## CHRISTLETON HIGH SCHOOL

*We are a highly successful school situated in the picturesque village of Christleton, with over 1,350 students on roll. The School serves a community of small villages and housing on the east side Chester, approximately three miles from the City centre. We are a school where the desire to learn is infectious and students of all abilities flourish. Everyone works hard to create a learning environment where all are welcome and diversity is celebrated. Consequently, academic standards at the school are very high and frequently amongst the highest in the region, thanks to: highly motivated staff; children who wish to learn and parents who support them.*

**Kevin Smith, Headteacher**



## CHESTER INTERNATIONAL SCHOOL

*Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure. As you explore what makes CIS unique, I encourage you to consider how you might fit in our dynamic community.*

**Katrina Brown, Headteacher**



## BELGRAVE PRIMARY SCHOOL

*Belgrave Primary School was opened in 1968 and was originally a one form entry primary school. It became an infant school in 1974 and returned to being a primary school in September 2008. Since 2008 our admission number has been 30 and we are a one form entry school. The school is attached to Westminster Park Community Centre which serves the local area. The school is well resourced with laptops and iPads in Key Stage One and Two in addition to desktop computers in the Key Stage Two workspace. All classes have interactive whiteboards. We have large practical "workspaces" outside the classrooms which are used for a range of lessons and activities including art, design and technology, Computing and group teaching.*

**Juliette Benton, Headteacher**

We are a ground-breaking new school for 14-19 year-olds housed in a state-of-the-art facility in the heart of the beautiful historic city of Chester.

Our rigorous curriculum, including GCSE at Key Stage 4 and an international curriculum at Sixth Form challenges our students to think and work collaboratively and creatively, make connections and apply knowledge to increasingly complex problems.



**INDEPENDENT MINDS.  
GLOBAL CITIZENS**

# 02 Job Description

**CLOSING DATE**  
9am on Tuesday 1<sup>st</sup> July 2025

**Interviews to take place:**  
Friday 4<sup>th</sup> July 2025

## **Role: Learning Support Assistant**

### **Basic Job Purpose:**

To support learners with special educational needs to meet their full potential. To support the teaching staff and teaching assistants in the development and education of students in accordance with the aims and policies of the school.

### **Main Responsibilities**

- To work under the guidance of the SENCO and teachers to provide the appropriate levels of support to learners to ensure they are making solid progress in their learning.
- Manage and implement Exam Access Arrangements for individuals in your care.
- Support with the school's statutory obligations in relation to pupils with Education Health and Care Plans, including liaising with external agencies, parents, and professionals.
- Identify and respond to individual need through the delivery of appropriate curriculum, qualifications and / or intervention sessions to meet academic, social, and emotional needs.
- Support vulnerable pupils to transition between key stages KS4/5 through a comprehensive programme, including effective CEAIG where required.
- Keep up to date with developments of resources to enable vulnerable pupils to engage with the curriculum, including the use of assistive technologies.
- Act as a point of contact for teachers for advice and support around SEND, wellbeing, and social emotional mental health for pupils.
- Circulate updated information from professionals, parents and pupils to teachers when required.
- Liaise with parents to keep them fully informed about their child; coordinating and contributing to meetings and workshops where required.
- Build positive relationships with home and act as a key contact for parents / carers for vulnerable pupils.
- Where appropriate and required, support families to increase engagement, attendance and punctuality of pupils.
- Develop strategies for increased attendance which can be shared with families.
- Advise on the appropriate deployment and use of resources to enhance learning activities, taking into consideration developing technology and the needs of individual students.
- Ensure relevant documentation is completed and submitted to meet statutory and legal timeframes

## 03 Job Description

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### Main Responsibilities

- Use a range of data to track and monitor the progress of vulnerable pupils.
- Where required, proactively liaise with staff across school to implement support packages.
- Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with students so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
- Provide input into the planning and evaluation of learning activities for individuals and groups of students to enable the teaching staff to make informed decisions when developing their plans.
- Supervise the activities of individuals or groups of students both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
- Monitor individual students' progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Educational Healthcare Plan, Individual Education Plan, Behaviour Plans and Personal Care Programmes for a student.
- Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the students' well-being.
- Record student information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
- To work within the mandates given, adhere to school (and TLT) policy, maintain confidentiality at all times, and demonstrate a clear understanding of the Data Protection Act and the implications that it has for managing school data.
- Attend to the personal, social and physical needs of students so that their well-being is maintained.
- Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
- Attend staff and other meetings and participate in staff training development work and staff reviews as required.
- Attend the necessary training to better support learners.



Qualifications	Essential	Desirable
<ul style="list-style-type: none"> <li>GCSE maths and English at grade C or above.</li> <li>Experience of working with children and young people.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>NNEB, NVQ Level 2 or equivalent in supporting teaching and learning.</li> <li>Training in ASC.</li> <li>Evidence of on-going professional development.</li> </ul>		✓
Experience	Essential	Desirable
Successful experience of working as an LSA with pupils with a variety of SEND needs.	✓	
Experience of working across the full age and ability range.		✓
Job related skills and knowledge	Essential	Desirable
<ul style="list-style-type: none"> <li>Understanding of child development.</li> <li>Ability to support and develop language, social skills and emotional development.</li> <li>Ability to implement Behaviour Support and Management Plans consistently and sensitively.</li> <li>Ability to contribute to assessment of student progress.</li> <li>Respect for confidentiality.</li> <li>Understanding of safeguarding.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of supporting students with DHD / ODD / ASC / Dyslexia.</li> <li>Knowledge of PDA.</li> </ul>		✓

## 07 Person Specification

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"><li>• Ability to use initiative.</li><li>• Ability to work alone with a child, or as part of a team.</li><li>• Creative.</li><li>• Confident with a positive attitude.</li><li>• Calm and a good listener.</li><li>• Ability to de-personalise difficult behaviour and be prepared to “wipe the slate clean” as often as is needed.</li><li>• Sense of humour.</li><li>• Flexible approach to the needs of the school.</li><li>• Good level of health and physical fitness.</li><li>• Ability to work with parents and families in a sensitive manner.</li></ul>		



**Chester International School** is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure.

At CIS we offer a broad package of subjects delivered with the International Baccalaureate philosophy to develop global citizens through international mindedness. By partnering with businesses and professionals we provide our students with experiences and opportunities to solve real world problems. Inquiry based learning is at the heart of what we do which has a student centred approach focusing on building transferable skills so our students are future ready.

Students in Year 10 will take GCSE examinations at the end of Year 11 whilst students in Years 12 and 13 will embark on one of our IB programmes: Diploma Programme or Career Programme giving our students access to a range of possible futures from University to Apprenticeships.

As an IB World School we are currently in candidate phase for establishing the Middle Years Programme in Years 10 and 11 so students will be receiving a dual qualification: GCSE's and an international qualification - the Middle Years Programme Certificate.

After studying with us, our students will go into the world with confidence, skills and a broad range of experience. For some this will be work, for others, apprenticeships and for some universities, near and further afield. 100% of our Year 13 students so far have received a UCAS offer for university which is a commitment we have for all students as they explore options for their futures.



## Referees

Applicants should provide details of two referees on the Application form, one of whom must be your current or previous employer.

## Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality /or a valid work-permit to cover the role applied for ;
- A birth certificate or;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Officer who will facilitate an alternative approach.

## Verification of Educational/Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

## Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a pre-employment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

## Short-Listed Candidates

An online search will also be carried out as part of due diligence on all short-listed candidates.

# 10 How to Apply

Further details can be found on the **Vacancies** page of our website where applications can be made through **MyNewTerm**:

<https://www.chesterinternational.co.uk/about-us/join-our-team.php>

We welcome feedback on the quality and scope of our recruitment process.

Our preferred method of receipt is by email to:

**tltreruitment@tltrust.co.uk**

Alternatively, feedback can be posted:

**FAO: HR Officer,  
The Learning Trust,  
Queen's Park Road,  
Handbridge,  
Chester CH4 7AE**

**CLOSING DATE** for applications: **9am on Tuesday 1<sup>st</sup> July 2025**

Interviews to take place: **Friday 4<sup>th</sup> July 2025**





# 11 Safeguarding

## The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent.

Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

## Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced disclosure which provides details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request.

Further information about the Disclosure scheme can be found at:

<https://www.gov.uk/disclosure-barring-service>

## Our Governors:

**Mrs L Fielding**  
(Chair)

**Mr Stephen Miller**  
(Vice-Chair)

**Mrs K Brown**  
(Principal)

**Ms Abbey Peers**  
(Staff Governor)

**Mr Ian Young**  
(Co-opted Governor)

**Mr Jody Bonser**  
(Co-opted Governor)

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