



The Shared Learning Trust

THE VALE
ACADEMY

WHY WORK FOR THE VALE ACADEMY?

ABOUT US

- At The Vale Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- 15% off annual membership for Active Luton Gym

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: <https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

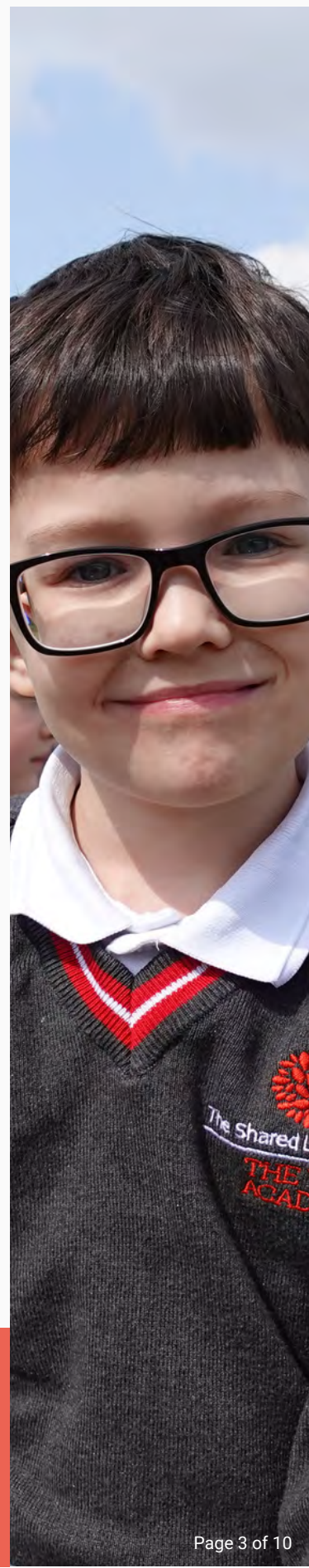
If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell** on **01582 211 226** or j.powell@thesharedlearningtrust.org.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

HERE'S WHAT OFSTED HAVE TO SAY

Leadership and Management: 'GOOD'

The school's Headteacher has worked quickly with senior leaders, supported by the work of the academy trust, to maintain the strong sense of community among staff, pupils, parents and trustees. Leaders are well regarded by all staff. Consequently, staff morale is high.



OUR LEADERSHIP



Cathy Barr,
CEO

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job and can react positively to those demands
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be your first contact with our trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy



ABOUT THE VALE ACADEMY

Behaviour and Safety of Students: 'OUTSTANDING'

"The behaviour of pupils is outstanding. Pupils have exceptionally positive attitudes to learning and act responsibly in managing both their own behaviour and helping others in the academy. This contributes to the friendly, social atmosphere in the academy. Pupils are proud of the academy. The buildings and grounds are neat and tidy, and pupils have plenty of room to play and places where they can sit quietly and reflect. Pupils all speak positively about how much they enjoy and value being a part of the academy, and this is evident in their very smart appearance and their impeccable manners"

Quality of Teaching: 'GOOD'

"The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school. All staff have high expectations of pupils' behaviour. Classrooms are well organised, bright and welcoming. They have been thoughtfully set up for the new age ranges of pupils on the academy's roll. Teachers have high expectations, assess pupils' progress accurately in lessons and provide work that children enjoy"

Achievement of Pupils: 'GOOD'

"Children start school with skills and knowledge below those which are typical for their age. Pupils reach standards, in both English and mathematics that are higher than those expected for their age. Pupils' positive attitudes to their learning, together with careful assessment and planning by teachers to challenge pupils to do their best work, contribute strongly to the achievement being made."

VISION & VALUES



'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Share strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers for all staff members



Free, onsite car parking at all academies



Reduced gym membership



Cycle to work scheme



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Support for all staff with an experienced licensed counsellor



Enhanced pension employer's contribution & death in service payment



Support with relocation, including a range of information and contacts



Online delivery drop off service, including Amazon deliveries



Refer a friend £500 bonus scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

To continue our support for all members of our staff community, we have partnered with the Teacher Development Trust, offering our colleagues the opportunity to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

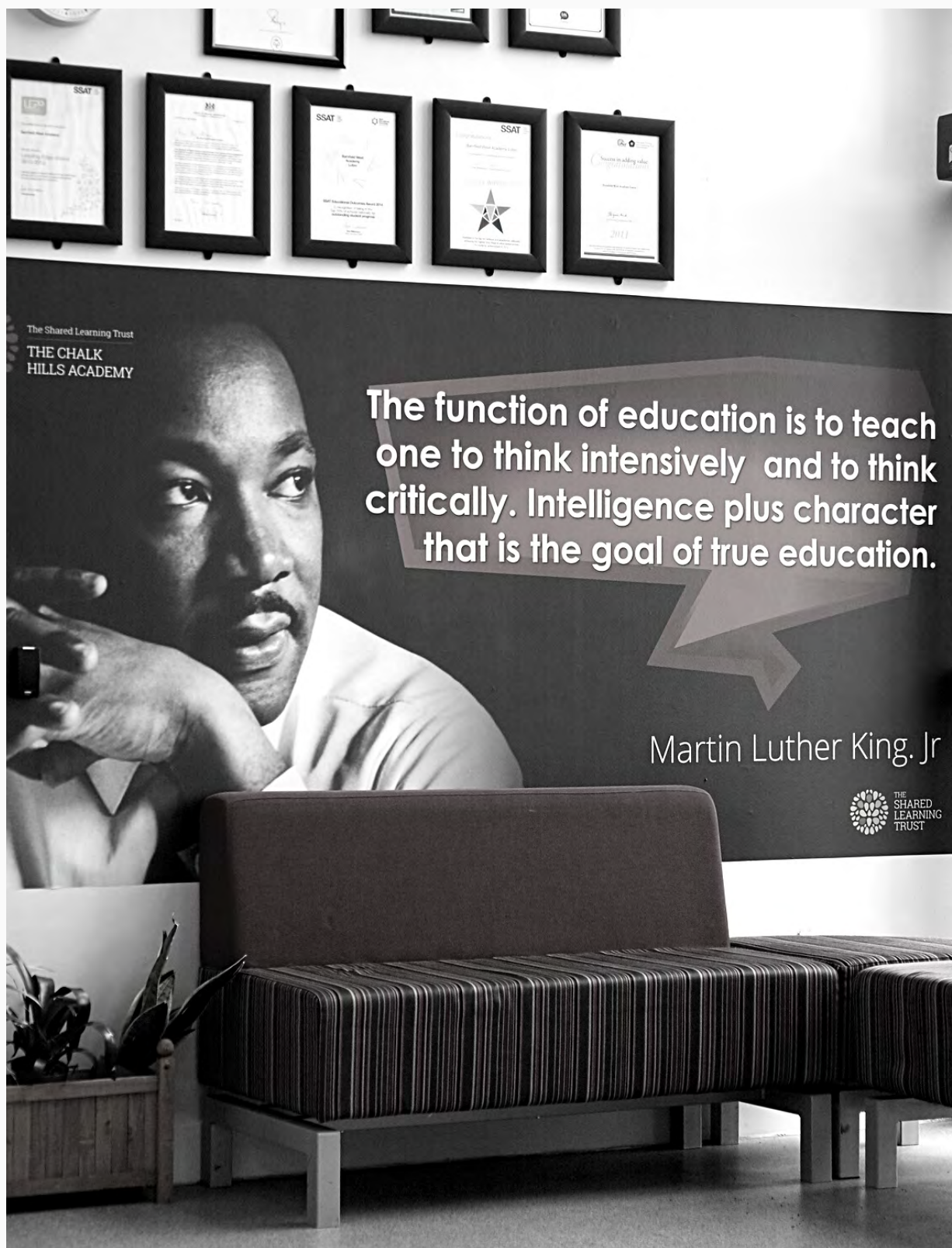
Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

RECRUITMENT BOOKLET



The Shared Learning Trust

THE VALE
ACADEMY



The Shared Learning Trust
THE CHALK
HILLS ACADEMY

The function of education is to teach
one to think intensively and to think
critically. Intelligence plus character
that is the goal of true education.

Martin Luther King. Jr



SEE MORE AT

WWW.THESHAREDLEARNINGTRUST.ORG.UK

Learning Support Assistant – Part time

The Vale Academy is looking for enthusiastic and proactive Part Time Learning Support Assistant to work within our Academy. You will need to be able to support children with a range of needs including autistic spectrum disorder, speech and language difficulties and medical needs. You may need to attend to personal care needs and implement related personal programmes, including hygiene, physical, first aid and medical matters, this will be supported by the school's intimate care policy. The successful candidate will be supported with appropriate continuous professional development.

This Learning Support Assistant role will be working with a lovely, supportive team.

Key Duties

- To establish supportive relationships with the pupils concerned
- To promote the acceptance and inclusion of the pupils with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.

Job Specifics

Start Date: ASAP

Salary: NJC L1a pt.1 £20,258 FTE (actual salary £9,255)

Contract: Part time, permanent, term time + inset days, 8.30am – 3.30pm 3 days per week.

Job Description: Part time Learning Support Assistant

Main Functions:

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

- 1 To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENDCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
- 2 To establish supportive relationships with the pupil concerned
- 3 To promote the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- 6 To mark pupils' work under the direction of the class teacher
- 7 To support the pupil in developing social skills both in and out of the classroom
- 8 To provide regular feedback on the pupil's learning and behaviour to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted
- 9 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 10 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.
- 11 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- 12 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 13 To be aware of confidential issues linked to home/pupil/teacher/school
- 14 To contribute towards reviews of the pupil's progress as appropriate
- 15 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 16 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 17 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc.
- 18 To accompany teacher and pupils on educational visits

- 19 To provide individual support, as required, during examination sessions
- 20 To carry out the above duties in accordance with the Education Department's Equal Opportunities Policy.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

Candidates will be assessed on the following:	Essential	Desirable
EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS		
A good standard of Numeracy and both written and oral English	✓	
GCSE/O Level or equivalency in basic Maths and English		✓
Qualifications or prior training linked to education, child development, counselling and/or special educational needs (e.g. Cache, NVQ, Autism training etc.)		✓
EXPERIENCE		
Previous employment in an educational setting	✓	
Previous experience of working with children with special educational needs	✓	
Experience of working with a range of ages of child (4 – 12 year olds)	✓	
Experience of supporting or leading other adults		✓
Demonstrable experience of effective record keeping		✓
SKILLS/KNOWLEDGE/ABILITIES		
Ability to communicate effectively and appropriately with children and adults	✓	
Knowledge of how/when best to intervene in children's learning in order to help them progress	✓	
Patience and resilience	✓	
Team working experience and attitude	✓	
Ability to prioritise tasks and to set and meet deadlines	✓	
Passion for and commitment to the educational needs and the development of happy and competent children	✓	
Creativity; the ability to engage children both inside and outside of learning times	✓	
Ability to forge relationships based on mutual respect and understanding	✓	
Working knowledge of effective strategies for behaviour management for children within the Primary phase	✓	
Practical knowledge of a variety of conditions that <i>may</i> affect children's learning and development		✓
Ability to demonstrate knowledge and commitment to Equality and Diversity and how this has been applied in previous roles	✓	
A knowledge and understanding of the requirements of Safeguarding Children and Vulnerable Adults in the education sector as applicable to this role	✓	
A knowledge and understanding of health and safety standards and best practice	✓	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant