



# **Civitas Academy**

## **Recruitment Information Pack** **Learning Support Assistant**

**Recruitment: September 2022**

## Introduction and Safer Recruitment

Civitas Academy is a brand-new school, situated in the centre of Reading.

Civitas Academy is part of REAch2's Cluster 9 (Reading), joining Green Park Village Primary Academy (another new academy), The Palmer Academy and Ranikhet Academy.

**We are looking to recruit a Learning Support Assistant from September 2022.**

We are looking to recruit a team of committed and motivated individuals, with values and attitudes, which align with the REAch2 Touchstones.

**Civitas Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.**

**An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.**

Satisfactory written references will be sought post shortlisting and ahead of a selection process.

## About REAch2

### Letter from Catherine Paine, Chief Executive Designate



Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

Chief Executive Designate, REAch2 Academy Trust

## Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

### Our Regions and Clusters

Schools in REAch2 are placed in ten Clusters in two regions. Civitas Academy is in the South region and is in Cluster 9.

## Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: [www.reach2.org](http://www.reach2.org)**

## The Role

**Post:** Learning Support Assistant

**School / Location:** Civitas Academy

**Start Date:** 1<sup>st</sup> September 2022

**Salary:** NJC SCP 5 - 11 Actual Salary £15,756 - £17,744

**35 hours (Term time + Inset Days, paid 44.2 weeks/year)**

**Closing Date:** to be considered as applications arrive

**Interviews:** To be confirmed with candidate if shortlisted

**Visits to the School** – Visits to the school may be possible outside teaching hours. Please email the School Business Manager.

This is an exciting opportunity to be part of a growing new school. Civitas Academy opened in 2015. We have amazing facilities, a good team ethos and all within a 5 minute walk from the centre of Reading.

Civitas Academy is part of the REAch2 family of Schools in Reading. We are looking for enthusiastic and innovative LSA to join our collaborative and growing Academy team.

### The application

You are invited to submit an application form, which is attached. Please submit to Emma Lelliott, School Business Manager at: [finance@civitasacademy.co.uk](mailto:finance@civitasacademy.co.uk)

Civitas Academy and REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the online Equal opportunities Monitoring form separately with their application.

Prospective candidates are encouraged to contact Sal Ducker, Executive Headteacher, for an informal discussion prior to applying. She can be contacted via the school office (0118 467 6720).

### Application Pack:

- REAch2 application form – attached or from school website
- Job Description - follows
- Person Specification - follows
- Equal Opportunities Monitoring Form –see link below

*Please note that CVs will not be accepted*

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS check and receipt of satisfactory references.

## Link to online Equalities and Diversity Monitoring Form

[https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhziQrNunT\\_hUMIJXTkhNVIE0SIhKV0FWTEk2Wkw1TTUwRS4u](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhziQrNunT_hUMIJXTkhNVIE0SIhKV0FWTEk2Wkw1TTUwRS4u)

## Job Description

**Post:** Learning Support Assistant (LSA)

**Responsible to:** Class teacher

**Line manager:** Phase Lead

**Job purpose:** an important valued member of the teaching team. As well as working directly with the children's teacher, the LSA is encouraged to use his/her own initiative and skills to enhance the quality of teaching and learning for the children

### Main responsibilities

- Work with groups/individual children following the direction of the class teacher;
- Interact with the teacher to make the lesson more lively or to generate more challenging discussion;
- Deal with behaviour issues and encourage pupils' attention enabling the teacher to concentrate on teaching the whole class;
- Provide support for a teacher to manage a named child who has a statement for special educational needs (when applicable) and/or other children with special educational needs;
- Implement an Individual Education Plan (IEP) or Pastoral Support Programme (PSP) as directed by the class teacher;
- Liaise and contribute (as requested) with the class teacher to a review of a planned programme of work;
- To be aware of medical, social, behavioural and physical needs of the children in the class;
- Undertake general classroom duties e.g. preparation of materials, maintaining wall displays and equipment.
- Lead play activities with the children when out in the playground at break and lunch times;
- Attend staff meetings and training courses when appropriate;
- Deal with children's accidents e.g. toileting, sickness;

- Deal with first aid;
- Respect the confidentiality of all matters relating to the children and the school.

## Person Specification

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your application, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Factors	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Level 2 NVQ in English/Literacy and Maths/Numeracy or GCSE Grade C/Grade 4 equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional qualifications suitable to LSA role</li> <li>• Graduate qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working and supporting children with a range of educational needs</li> <li>• Experience of working and supporting children of a variety of ages</li> <li>• Experience of successful implementation of learning leading to good progress/high outcomes over time</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Intermediate knowledge of ICT</li> <li>• Awareness of keeping children safe</li> <li>• Basic knowledge of Health and wellbeing, safety and child protection</li> <li>• Understanding of the School's Ethos and Values</li> <li>• Understanding of Data Protection and confidentiality</li> <li>• Basic knowledge of First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the development of EAL learners</li> <li>• Understanding of the development of SEN learners</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to solve problems and find solutions</li> <li>• Active listener</li> <li>• Good communication (written and verbal)</li> <li>• A team player</li> <li>• Highly motivated</li> </ul>	



Factors	Essential	Desirable
	<ul style="list-style-type: none"> <li>• Assist children on an individual basis, in small group and whole class work</li> <li>• Explain tasks simply and clearly and foster independence</li> <li>• Supervise children, and adhere to defined behaviour management policies</li> <li>• Accept and respond to authority and supervision</li> <li>• Work with guidance, but under limited supervision</li> <li>• Display work effectively, and make and maintain basis teaching resources</li> </ul>	

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