

**Learning Support Assistant Application Pack**



Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc126327800)

[Letter from Gemma Jackson, Head Teacher Green Park Village Primary Academy 4](#_Toc126327801)

[Our Cornerstones and Touchstones 5](#_Toc126327802)

[The role 7](#_Toc126327803)

[The application 8](#_Toc126327804)

[The application process and timetable 8](#_Toc126327805)

[Safeguarding, Safer Recruitment and Data Protection 9](#_Toc126327806)

[Job Description 10](#_Toc126327807)

**Letter from Catherine Paine, Chief Executive Officer**

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 learners 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 learners 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**

**CEO**

# Letter from Gemma Jackson, Head Teacher, Green Park Village Primary Academy

Dear Candidate

I am pleased that if you are reading this you are interested in joining our passionate, committed and hardworking team to continue our unique journey. All of our team have made conscious decisions to be an active part of this development journey; all of our families have put trust and faith in what we are doing, believing it to be something special and right for their child or children’s primary school journey.

Overview

Are you a professional who believes in enabling excellence for exceptional futures? Do you want the opportunity to be part of the team to build upon the successes of Green Park Village Primary Academy since opening in September 2020? Are you passionate that all children deserve the very best learning opportunities? Do you have experience of supporting all children, with a range of learning and special needs with their learning? If so, we would love to hear from you! We are looking for a Learning Support Assistant who will pro-actively and responsibly ensure that their expectations are high of and provision for is consistently exceptional for all the children across the school.

About us

Green Park Village Primary Academy is a new primary school built in a new housing development in Reading, Green Park Village, which opened in September 2020 in its permanent school building. Our academy currently has Reception to Year Three cohorts. The school will grow to be full two-form primary, with space to open a Nursery provision for pre-school children. The school serves a diverse community of families both local and from across Reading.

There is no doubt about it, continuing Green Park Village Primary Academy on its next phase will take vision, dedication and hard work, but being part of that exciting and rare journey will be very rewarding to see the academy continue to take shape over the next few years. To see more information about the school please visit our website [www.greenparkvillageacademy.org](http://www.greenparkvillageacademy.org)

If this unique opportunity to be part of something special in a brand new and well resourced school appeals to you, you are welcome to contact me to find our more information about our children, curriculum, school and team.

**Gemma Jackson**

**Head Teacher, Green Park Village Primary Academy, part of REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). 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.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

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, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Learning Support Assistant- one to one support for SEND**

**at Green Park Village Primary Academy**

Required – as soon as possible

NJC 3-8- pro rata



The role of Learning Support Assistant is central to *enabling excellence* for all our children at Green Park Village Primary Academy. It is a role which has an influence on all children in the school, supporting all aspects of their experience within their school day- learning, play, transitions and routines.

Learning Support Assistants follow teacher’s guidance and direction for their role in the day-to- day teaching and learning provision for children, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. There is expectation that Learning Support Assistants are able to respond to the needs of the children and adapt their support appropriately in a responsive way. Whether you are new to the role or have experience to bring, you will receive coaching and mentoring from experienced teachers and leaders in the academy and trust to ensure that you are supported in all aspects of what you do.

Therefore, we welcome applications from experienced Learning Support Assistants, as well as those looking for their first position in working as part of a school team. Our Learning Support Assistants are required to support all children in the school, including those with more complex needs. No role in our school is solely one to one support, interventions or class based- the needs of the children on a particular day always come first. Each of our Learning Support Assistants works with children with complex needs across the school day.

Green Park Village Primary Academy is a highly inclusive setting, valuing all children’s achievements and their diversity, ensuring that each child is given every opportunity to meet their full potential and shine in whatever they would like to do.

At Green Park Village Primary Academy we want to provide opportunities for all children to have *exceptional futures.*

#### What we’re looking for

We are looking for someone with a passion for inclusion and SEN/D. We want someone who can live and breathe inclusion and diversity, celebrate the range of children we have at Green Park Village Primary Academy and champion their needs to ensure that all children have every opportunity to succeed. This starts with a candidate who has a willingness to interact with and support all children in our school. We’re looking for someone who is a team player, who can work alongside the energetic and skilled learning and teaching team and be flexible to what is required for smooth running of the children’s school day.

We want someone who has:

* The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
* Excellent inter-personal skills
* Excellent communication skills and a good sense of humour
* Good organisational skills
* Creativity which drives all aspects of support for learning and teaching.

In return we can offer:

* A firm commitment to you and your professional development
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
* A growing learning community
* Encouragement to develop new ideas and the opportunity to make a real difference
* Coaching and mentoring from the trust and school teachers and leaders
* Fantastic trust wide CPD opportunities
* Vast opportunities for career progression

Building our school has involved dedication, commitment and hard work from all our team involved to date. We would not be where we are without the contribution of all of our team (past and present) and the willingness to apply themselves to all needing doing. We ask that all learning support staff are flexible to the needs of the school as we grow and this may involve being a specialist within a phase or being willing to support across phases.

The deadline for applications is: Applications will be considered on receipt

Interviews: Arranged with shortlisted candidates

Completed Application forms should be returned to Gemma Jackson, Head Teacher, via [office@greenparkvillageacademy.org](mailto:office@greenparkvillageacademy.org)

The school is committed to safeguarding the welfare of children and expects all staff to share this commitment. This post is subject to an Enhanced DBS with Child’s Barred List check and satisfactory references.

# The application

You are invited to submit a REAch2 application form to Gemma Jackson, Head Teacher, via [office@greenparkvillageacademy.org](mailto:office@greenparkvillageacademy.org) The supporting statement should clearly refer to the job description and person specification and detail how your experience and skills are suitable for our school. Please note that we do not accept CVs.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy, the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Gemma Jackson, Head Teacher via [office@greenparkvillageacademy.org](mailto:sbm@greenparkvillageacademy.org) or 01184676222

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Applications considered on receipt |
| **School visits:** | Please make arrangement by contacting the school- these visits can be at 9.30 daily. |
| **Interviews:** | Arranged with shortlisted candidates |
| **Contract details:** | Full time, term time only |
| **Salary:** | NJC 3-8- pro rata |
| **Start date:** | As soon as possible |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard learners and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our learners.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

**Job Description**

|  |  |
| --- | --- |
| **Job title** | Learning Support Assistant |
| **Salary Scale** | NJC |
| **Responsible to** | Deputy Head/ Phase Lead/ SENDCo |
| **Purpose of Job** | |
| -A Learning Support Assistant is a member of a team of practitioners responsible for the education and care of the children in the school.  -A Learning Support Assistant will advance pupil learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEND; enable access to learning for students and assist the teacher in the behaviour management of learners in the classroom and in transitions around the school. | |
| **Context of Role** | |
| * A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school * A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching * The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise. * All Learning Support Assistants make a valuable contribution to the school’s development and, therefore, to the progress of all children. | |
| **Support for learners** | |
| * establish productive working relationships with learners, acting as a role model and setting high expectations * promote the inclusion and acceptance of all learners * encourage learners to interact with others and engage in activities led by the teacher * set challenging and demanding expectations and promote self-esteem and independence * provide feedback to learners in relation to progress and achievement under guidance of the teacher * assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required * supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities * be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required * promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils’ health, including issues of confidentiality * supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity * where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy | |

|  |
| --- |
| **Support for the Class Teacher(s)** |
| * assist the teacher in determining the most effective and safe layout of the learning environment for the age range, and any special needs of the students * use strategies, in liaison with the teacher, to support students to achieve learning goals * provide detailed and regular feedback to teachers on students’ achievement, progress, problems etc. * promote positive values, attitudes and good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour * show effective behaviour management, ensuring a purposeful, orderly and supportive environment * report uncharacteristic behaviour patterns in individual learners and incidents of inappropriate behaviour to the teacher * provide general clerical/admin support, for example, administer work, produce worksheets for agreed activities, photocopying, filing and inputting data * assist with the planning of learning activities * prepare materials of the quality and quantity specified by the teacher * help learners to select equipment and materials relevant to their learning tasks and to use these safely and correctly |
| **Support for the curriculum** |
| * + - follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners’ developmental needs     - obtain accurate and up-to-date information on learners’ current literacy and numeracy skills     - agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies     - promptly inform the teacher when a learner is experiencing learning difficulties that cannotbe resolved     - use appropriate strategies for introducing learners to key words to help them access the curriculum     - respond to learners’ use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images     - provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners’ needs     - monitor learners’ response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes     - provide relevant information to the class teacher about students’ learning achievements on a daily basis     - provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills     - use appropriate strategies for challenging and motivating learners to learn |
| **Support for the school** |
| * be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person * contribute to the overall ethos/work/aims of the school * be aware of and support difference and ensure that the school’s equalities and diversity policies are followed. * participate in training, staff meetings, other learning activities and performance development when required * assist with the supervision of students out of lesson times, including before and after school * establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students * establish positive/effective relationships with all stakeholders, including parents and governors * accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher * undertake all relevant training as directed by senior staff, including first aid training and safeguarding training * develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives. * contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement * demonstrate a willingness to share information and expertise, which could benefit other team members in their work * comply with Health and Safety regulations * give clear, accurate and complete information to staff as needed for them to work effectively * provide information to assist other professionals in their role in accordance with school policies and procedures * show a high level of professionalism at all times in accordance with school policies and procedures * be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate * actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school * promptly report any difficulties in communicating with parents to the class teacher * take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity * undertake play and lunch time supervision as directed by senior staff * be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person. * show a commitment to work outside directed time when required. * contribute to and provide evidence for the school Self-Evaluation Summary. * contribute to activities which are required to support the School Development Plan. |

**ADDITIONAL REQUIREMENTS**

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work.

Consequently, the post holder may be required to perform work not specifically identified in the job description.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Head Teacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills and Abilities** | Essential | Desirable | Indicate if assessed at application or interview stage |
| Effective communication skills with a range of audiences, both written and oral |  |  | Application & interview |
| Excellent numeracy/literacy skills |  |  | Application & interview |
| Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture |  |  | Interview |
| Display commitment to the protection and safeguarding of children and young people |  |  | Interview |
| Demonstrate a positive attitude to learning and a commitment to professional development |  |  | Interview |
| Ability to teach a structured activity to a group of learners |  |  | Application & interview |
| Excellent interpersonal skills |  |  | Interview |
| Work constructively as part of a team, making important contributions |  |  | Application |
| **Knowledge and understanding** |  |  |  |
| Effective knowledge/use of ICT to support own professional activities and to advance student learning |  |  | Interview |
| Prior knowledge, and ability to demonstrate an understanding, of child development and learning |  |  | Application & interview |
| Knowledge of Health and Safety in a school environment |  |  | Interview |
| Strategies suitable for effectively supporting learners’ learning |  |  | Interview |
| Understanding of the need for confidentiality in relation to students’ personal and protected information |  |  | Interview |
| Knowledge of the Primary Curriculum |  |  | Application & Interview |
| Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding and protection of, children and young people |  |  | Application & Interview |
| **Qualifications and Experience** |  |  |  |
| Minimum N/SVQ Level 2 in Teaching/Classroom Assistance |  |  | Application & Interview |
| English & Maths GCSE at grade C or above |  |  | Application & Interview |
| Relevant medical qualifications/training, such as First Aid training or Paediatric training |  |  | Application & Interview |
| Experience or interest in working with children in a school based environment |  |  | Application & Interview |
| Experience or commitment to providing breakfast and after school club provision |  |  | Application & Interview |
| Experience or commitment to providing PPA cover |  |  | Application & Interview |