

**SAPIENTIA EDUCATION TRUST**

**CITY ACADEMY NORWICH JOB DESCRIPTION**

**Learning Support Assistant (Reading Intervention)**

<b>Line Managers job title:</b>	Associate Assistant Headteacher - Reading & Literacy
<b>Salary:</b>	Point 1 of the Support Staff Scale <b>FTE</b> £22,366 per annum <b>Pro rata</b> £17,389 per annum, including an allowance for holiday pay
<b>Tenure:</b>	Permanent
<b>Contract type:</b>	Term-time plus 2 weeks (40 weeks)
<b>Hours per week:</b>	37.5

**THE POST**

City Academy Norwich is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 10 primary and 7 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Learning Support Assistant (Reading Intervention).

At City Academy Norwich we recognise the value and worth of those in our charge and seek to uphold standards of the highest quality; which reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination.

In saying this, no effort is spared to achieve a true partnership between school, parents/carers, and authorities, which will promote the physical, intellectual, emotional and social development of our children and young people in order that they may achieve their full potential.

As an LSA for Reading Intervention you are expected to provide efficient and high-quality reading interventions to Pupil Premium students, under the supervision and direction of the Associate Assistant Headteacher - Reading & Literacy.

City Academy Norwich is a member of the Sapientia Education Trust (SET), which is currently led by the CEO.

The first six months of employment shall be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to a further six months. During this probationary period, performance and suitability for continued employment will be monitored.

### **Main purpose of the job**

To provide efficient and high-quality reading interventions to Pupil Premium students, both on a 1:1 or small group basis, in consultation with the Associate Assistant Headteacher - Reading & Literacy. This role will be mainly based around planning, delivering and evaluating reading interventions.

### **Core job functions: Role specific**

- a. Develop and use knowledge and skills pertaining to student needs around reading and relevant strategies, alongside literacy other curriculum provision
- b. Monitor, evaluate and record students' progress and report this as directed.
- c. Use information and communication technology to support students learning.
- d. Work with small groups or individual students to enable learning.
- e. Work as part of a team to ensure that the wellbeing, behaviour and personal development of students enhances their learning opportunities and life skills.
- f. Assist in the educational and social development of all students
- g. Have full relevant knowledge of students medical and physical needs and able to refer to the relevant person should a problem arise.
- h. Assist students in developing their resilience and independence in the classroom.
- i. Have a full knowledge of student's social, emotional and mental health needs and ensuring that any disclosure a student may make must be reported to the Designated safe-guarding Lead in line with the school Safe-Guarding Policy.
- j. Build strong, effective, positive professional relationships with students, parents and staff across the Academy.

### **Core job functions: Personal Responsibility**

- a. To adhere to all school policies including those relating to SEND, Race Equality, Equality Opportunities, Safeguarding and Health and Safety.
- b. To attend training and meetings as necessary and cascade any relevant information to relevant staff and stakeholders as appropriate. This includes Academy wide and individual directed training to enable effective provision
- c. Be an excellent role model for all members of staff and for students in all aspects of school life. To be an exemplar of all school policies and practices to include risk assessments as appropriate. To actively promote the aims of the Academy.
- d. Support, promote and comply with decisions and policies agreed by the SLT and the Trustees.

### **Core job functions: Administrative Supportive**

- a. To support the maintenance of reading records for identified students utilising where appropriate the relevant programmes to inform strategic planning and operational practice

b. Assist with the planning, preparation and development of work programs for groups/individuals and prepare resources to support a range of learning activities as directed by the Associate Assistant Headteacher - Reading & Literacy.

c. Organise and maintain the learning environment and take responsibility for aspects of class organisation, administration and display as directed by the Associate Assistant Headteacher - Reading & Literacy.

Undertake such tasks as the Associate Assistant Headteacher - Reading & Literacy may require e.g. support administrative work on occasions taking part in out of school activities, supporting students in another class or activity etc.

### **Generic Accountabilities**

- Develop own professional knowledge, skills and understanding through active participation at meetings and training.
- Attend daily and weekly meetings, and occasional meetings during evening hours, at weekends or in academy holidays, as required to include annual review meetings where required.
- Make a positive contribution to all relevant areas of academy life.
- Actively organise and participate in activities connected with the Academy.
- Develop effective working relationships with professional colleagues.

### **Safeguarding Children**

In accordance with the Academy's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Academy. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the Academy community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Academy.

You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have satisfactory Enhanced CRB clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the Academy and uphold public trust and confidence at all times.

### **Confidentiality**

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the City Academy Norwich or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

## **Data Protection**

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

## **Freedom of Information**

The post holder must be aware that any information held by the Academy in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Academy's policies and procedures.

## **Physical Demands**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

City Academy Norwich is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

## CITY ACADEMY NORWICH PERSON SPECIFICATION: LEARNING SUPPORT ASSISTANT (READING INTERVENTION)

Qualifications and Training	Essential	Desirable	How Assessed? Application (A) Interview (I)
Teaching Assistant Qualification – NVQ Level 2 and likely to be training towards Level 3 or relevant equivalent qualification, or higher education including degree level in Psychology or other relevant area.		✓	A
Adult Literacy and Numeracy/Educated to GCSE level or equivalent in Maths and English	✓		A
A desire to seek a career within the Education sector		✓	A/I
Knowledge Able to evidence and apply secure up to date knowledge and good understanding of:	Essential	Desirable	A/ I
Knowledge and understanding of the need to maintain a consistent, calm environment and the ability to manage any changes to the environment appropriately.	✓		A/ I
Innovation in developing and implementing work with students		✓	A/ I
Knowledge and understanding of discipline and behaviour policies		✓	A/ I
A good up to date understanding of child protection and safeguarding issues and procedures.		✓	A
Good working knowledge of adolescent development.		✓	A
Experience required	Essential	Desirable	A/ I
Learning Support Assistants will have a combination of experience, evidence of development and accreditation.		✓	A/I
Demonstrable experience or success in working with students including those that may have learning difficulties		✓	A/ I
A proven track record of implementing effective strategies to support the needs of specific students to raise achievement at a level appropriate to individual experience		✓	A
Able to use IT systems effectively following appropriate training	✓		A

Aptitude and Skills – Communication Able to demonstrate evidence of:	Essential	Desirable	A/ I
Ability to communicate effectively with students and adults	✓		A/ I
Able to work with students within academy behaviour management policy	✓		A
Able to clarify and explain instructions to students	✓		A

Able to motivate students to learn	✓		A
Ability to make objective depersonalised decisions whilst being able to convey the decision sensitively	✓		A
Ability to communicate effectively within a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies	✓		A/ I
Ability to relate to and communicate positively with students who have learning difficulties	✓		A/ I
Being patient but firm	✓		A
The ability to display a positive attitude and a good sense of humour	✓		A
Able to work calmly and remain unflustered in challenging circumstances	✓		A/ I
<b>Aptitude and Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/ I</b>
Excellent written and spoken English	✓		A/I
Accurate numeracy skills	✓		A
Effective ICT skills	✓		A
Able to prepare resources for teaching and learning activities and create displays	✓		A
<b>Aptitude and Skills – Personal Management Able to demonstrate evidence of:</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/ I</b>
Able to assist with the organisation of the learning environment	✓		A
Good interpersonal and people skills to inspire, motivate and support students	✓		A/ I
Good organisational and administrative skills which support the work of the teacher	✓		A
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/ I</b>
Ability to follow and interpret instructions correctly and guidance	✓		A/ I
Able to plan, prioritise and organise own work schedule and respond to the needs of students on a daily basis	✓		A
Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust	✓		A
Committed to undertaking professional training and assist with the professional development of others	✓		A
Demonstrate reliability and integrity	✓		A
Committed to maintaining a healthy work life balance for oneself and that of others	✓		A
A genuine concern to secure the educational progress of students irrespective of their background or ethnicity	✓		A/ I
Able to demonstrate a flexible approach to work which meets the needs of the students timetables	✓		A/ I
Current First Aid certificate or the willingness to undertake first aid training and be on the First Aid rota	✓		A/I

## HOURS OF WORK

Paid Weeks per year	Term Time +2 Weeks (40 weeks in total)
Hours per week	37.5
Normal Working Pattern	Monday – 8am-4.30pm Tuesday – Thursday – 8am-4pm Friday – 8am-3.30pm
Unpaid Breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
Annual leave entitlement	<p><b>Until 31<sup>st</sup> March 2024</b></p> <p>Annual holiday entitlement for full-time support staff is 36 days (including bank holidays), rising to 40 days after 5 years' service.</p> <p><b>From 1<sup>st</sup> April 2024</b></p> <p>Annual holiday entitlement for full-time support staff will reduce to 34 days (including bank holidays), rising to 38 days after 5 years' service.</p> <p>Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.</p>
CPD Days	CPD is included in your pro-rata salary and you will be expected to work on all published CPD Days. Any additional time required for CPD can be claimed on a timesheet.

## REMUNERATION

- Point 1 of the Support Staff Scale
- **FTE** £22,366 per annum
- **Pro rata** £17,389 per annum, including an allowance for holiday pay

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff provided by Norfolk Pension Fund. This scheme is a defined benefit scheme with the current employer contribution rate set at 17.4%, and employee contributions of 6.5%. Staff do have the option to reduce contributions by 50%.

## MID-YEAR ADJUSTMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year. If you begin employment with the Trust during the Academic Year, or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff.

### **DRESS CODE**

The post-holder will be expected to wear workwear appropriate to the role and protective clothing will be provided by City Academy Norwich where appropriate. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify City Academy Norwich employees.

### **PRE-EMPLOYMENT CHECKS**

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

### **REVIEW**

The Job Description will be reviewed annually as part of City Academy Norwich's Performance Management programme.