**LSA**

**Maternity cover Application Pack**



**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

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.

Teachers 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.



**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**

**Introduction and Safer Recruitment**

A very warm welcome to Ranikhet Academy. Our school belongs to the staff, the children and the community. We have an inclusive culture where we celebrate our diverse community. We have 3 school rules – Be Ready, Be Respectful and Be Safe. All our children, staff and families follow these 3 rules so that we have an inclusive learning environment where we all feel Proud to Belong.

Our school sits in the heart of a community. We warmly welcome visits from members of our local community to build relationships, support local causes and encourage our children to have high aspirations. Parent and pupil voice is incredibly important to us and feedback we get from children, parents and community directly influences our practice. We have very recently received a “Good” rating from OFSTED and are in the process of securing a new build for our child. This will be an important project for our newly employed caretaker in the coming years.

I look forward to receiving your application.

Miss L Sanghera

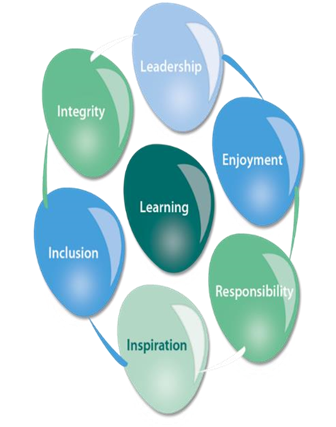
Head of School

**Ranikhet 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.**

**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 (Maternity Cover)**

**Ranikhet Primary Academy**

**Spey Road**

**Tilehurst**

**Reading**

**Berkshire**

**RG30 4ED**

**Hours of work:**

**35 hours per week Term Time.**



**The application**

You are invited to submit an application form.

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the [Equal Opportunities Monitoring form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately with their application.

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 Brenda Vockings, School Business Manager on 0118 937 5520 or email sbm@ranikhetacademy.co.uk

**The application process and timetable**

|  |  |
| --- | --- |
| **Application deadline:** | Considered on Receipt |
| **School visits:** | By appointment |
| **Interviews:** | Arranged accordingly following successful application |
| **Contract:** | Permanent |
| **Salary:** | £19,312-£21,748 pa,pro rata |
| **Job starts** | 01/01/2022 |

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

**Learning Support Assistant**

**Job Description & Person Specification**

**Job Description**

**Post:**  **Learning Support Assistant (Maternity Cover)**

**Line Manager:**  **Headteacher**

**Responsible to:** **Head of School**

**Location of role:** **Ranikhet Primary Academy**

**Date:** **January 2022**

**About the Role**

To provide support for pupils, staff and the school to foster the effective participation of pupils in the social and academic processes of the school; enabling pupils to become independent learners and raising their standards of attainment.

To use his/her initiative and skills to enhance the quality of teaching and learning for the children.

**Support for Pupils**

* Supervise and provide particular support for pupils, including those with additional needs, ensuring their safety and access to learning
* Assist with the development and implementation of individual learning/behaviour plans and personal care programmes
* Establish constructive relationships with pupils and interact with them according to individual needs
* Promote the inclusion and acceptance of all pupils
* Encourage pupils to interact with others and engage in their learning
* Set challenging and demanding expectations and promote self-esteem and independence
* Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

**Support for Teachers**

* Create and maintain a purposeful, orderly and supportive environment in accordance with the planning and assist with the display of pupil’s work
* Use strategies, in liaison with the teacher, to support pupils to achieve their targets
* Assist with the planning of learning activities
* Monitor pupils’ responses to learning and accurately record achievement/progress as directed
* Provide detailed and regular feedback to teachers on pupils’ achievement, progress, difficulties etc.
* Promote excellent pupil behaviour, dealing promptly with conflicts and incidents in line with the school behaviour policy, encouraging pupils to take responsibility for their own behaviour
* Establish constructive relationships with parents/carers
* Administer routine tests and invigilate tests and undertake routine marking of pupils’ work
* Provide clerical/admin support

**Support for the Curriculum**

* Undertake structured and agreed learning activities/teaching programmes, adjusting tasks/activities according to pupil responses
* Support the use of IT in learning activities and develop pupils’ competence and independence in its use
* Prepare, maintain and use equipment/resources required to meet learning objectives and assist pupils in their use

**Support for the School**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the designated person
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Deal with children’s accidents and first aid
* Contribute to the overall ethos and vision of the school
* Appreciate and support the role of other professionals contributing to reviews, multi-agency meetings or requests for statutory assessments
* Attend and participate in relevant meetings as required
* Participate in training and other learning activities and performance development as required, taking responsibility for your own professional development, including working towards your objectives
* Undertake periodic whole class supervision in the temporary, short term absence of the class teacher
* Assist with the supervision of pupils out of lesson time, including before and after school
* Lead play activities with the children when out in the playground at break and lunch times
* Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher
* Undertake training
* Any other duties as requested by the Headteacher as required

|  |
| --- |
|  |

**Working Conditions**

The post is offered for 35 hours per week, Term time including inset days.

Daily working hours: 8.30am – 4.00pm (1/2 hr break)

RG3 (SCP 5-11) Full time equivalent £19,312-£21,748 pa, pro rata

Estimated Actual Salary £15,450-£17,399 pa

Commitment to equal opportunities and the ability to apply equal opportunities principles to all aspect of the job.

A DBS with child list and barring check will be required.

**Personal Specification**

**Essential**

Professional Qualifications

* English and mathematics GCSE Grade C or above or equivalent
* Ability to articulate personal development needs

Working with Children

* Commitment to high standards
* Ability to deal effectively and positively with difficult and challenging behaviour
* Understanding of how to support children who find learning a significant challenge
* Deliver programmes to improve social and emotional intelligence

WORKING WITH SENIOR LEADERSHIP TEAM

* Good team player
* Ability to manage stressful situations
* Good organisational skills
* Good time management including highly productive in working style

PERSONAL

* Has an approachable and caring manner

Able to engage parents and families of children requiring additional support for behaviour, social and emotional difficulties

* Commitment to promoting school improvement and raising standards
* Enthusiastic / energetic
* Love of children and a commitment to their entitlement to rich educational experiences
* Prepared to seek help when necessary
* Enjoys a challenge

SCHOOL SPECIFIC NEEDS

* to commit to the school's vision and aims
* encourage parents' involvement in the education of their child
* an understanding of the issues concerned with meeting the needs of a multi-cultural community
* good physical and mental health

**Desirable**

Professional Qualifications

* NVQ Level 2 or equivalent
* Evidence of professional development
* Safeguarding Level 1
* First Aid

Working with Children

* Experienced support assistant
* Experience of working in a primary school
* Knowledge of attainment standards in reading and writing for primary children
* Aware of strategies for SEN intervention including more able children

WORKING WITH SENIOR LEADERSHIP TEAM

* Has had opportunities to support teaching staff in a variety of contexts

PERSONAL

* Able to build good relationships with pupils, staff, parents, governors and outside agencies

SCHOOL SPECIFIC NEEDS

* Willingness to be involved school activities
* Experience of working in a multi-cultural school