



Northampton Academy
The best in everyone™
Part of United Learning



School of
CHARACTER

Welcome to Northampton Academy

APPLICATION PACK

Learning Support Assistant

Salary: £18,525 FTE / £14,852.78 actual

Hours: 35 hours per week, 39 weeks per year

Start Date: ASAP

Closing Date: Monday, 6th June 2022 at 12pm

An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking to appoint a Learning Support Assistant

Are you interested in meeting the needs of young people?

If you want a career that plays to your strengths, keep reading....

As a Learning Support Assistant at Northampton Academy, you will work closely with classroom teachers, providing directed support and supervision to individual or groups of students.

As part of your role, you will also be required to deliver and support with the co-curricular programme at Northampton Academy and, as a result, hours have been adapted to accommodate this.

The aim of your support and guidance will be to enable children to access the curriculum and to facilitate full inclusion into school life, supporting them to learn as independently as possible and to develop to their full potential.

You should have a quiet and encouraging manner with the ability to remain calm in difficult situations, along with excellent verbal communication skills and an awareness of the importance of inclusion for children and young people with Special Educational Needs. There will be opportunities to specialise and develop knowledge and expertise in one area.

Whether you are an experienced teaching/learning support assistant, a recent graduate and/or considering working in an education or care setting or looking for a rewarding career change, this could be the ideal post for you. Join the team and you will work alongside professionals from a mix of backgrounds. You will be given roles that let you play to your strengths and will get the support you need to flourish professionally.

Northampton Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as you.

Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Respect, Determination, Ambition, Tolerance and Integrity, and will have a working knowledge of how these will apply within a secondary academy context and within the role itself.

For further information or a confidential chat about this role, please contact Louise Jones, Assistant Principal – Inclusion / SENDCo (email l.jones@northampton-academy.org).

“Excellent behaviour policy enables disruption free learning.”
(Staff Survey November 2021)

A Letter From The Principal



Dear Colleague

I am delighted to welcome you to Northampton Academy. You have made a great decision to pursue your career with us and I promise that you will find working here a rewarding experience. With us you will find support and development as you progress in your career.

We are part of United Learning, a group of academies, primaries and independent schools across the UK, whose motto is 'The Best in Everyone', and we wholeheartedly subscribe to this philosophy.

Our vision and mission are simple:

Our Vision: "To be an Academy of character and excellence. To provide a unique and extraordinary experience that sets us apart: locally, nationally and internationally."

Our Mission: "We exist to provide the students of the Eastern District with equal or better life chances than any student in the UK."

We are all working together to ensure we move towards our vision of being an 'Academy of Character and Excellence' and are looking to move the great work we have done in so many areas to both a national, and in some cases, an international platform, which we are already doing in our Character and STEM programmes. I am excited to have such a strong body of staff here to help continue this pathway towards realising our vision.

Due to the challenging period with Covid-19, it is vital that we recognise the need to support our community to ensure that we get everyone back to a 'new normal' as quickly as possible. Our mission is as important as it ever has been, and we must 'go that extra mile' to provide our young people with a springboard for their next steps that will make a real difference to their lives.

We are fully committed to the safeguarding and wellbeing of our young people. It is at the heart of what we do and we 'create a strong culture of vigilance' (Ofsted, Nov 2019), and 'students feel very safe in this school' (Ofsted, Nov 2019) because of this. Every decision we make as an organisation puts our students first.

We also run 'quiet November' where meetings are kept to a minimum, as we recognise the winter months as particularly difficult for staff.

A work-life balance is vital, and we recognise that spending time with family and loved ones is incredibly important. To this end, there is no expectation to work during weekends and no email communications from 5.30pm on weekdays and on a Friday through to 7.30am on a Monday morning. That time is yours to spend on activities that make you happy. This year I am delighted to appoint a member of my senior team to work alongside me to focus on optimising staff wellbeing without sacrificing the excellent provision we give our young people. It is a balancing act which we are continually improving. These are just some of the ways we look to support staff wellbeing. You will come across many more as you progress your career with us.

I operate with an open-door policy and welcome any of my staff to come and speak with me regarding any issues they are having. I will always aim to find solutions myself or offer support in finding those solutions. You often hear the saying, 'I got into teaching to make a difference'. That is something you can do at Northampton Academy. This school has transformed over the last few years and our students have high aspirations and are regularly progressing to the best universities and apprenticeships.

Northampton Academy is a special place, and I am certain it will only continue to get better. I wholeheartedly recommend Northampton Academy for the next step in your career.

Yours sincerely,

Chris Clyne
Principal

Why Work For Us?

The leadership of the Academy is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Therefore, detentions, follow ups and communications with parents, etc., are conducted by the pastoral and senior teams. Teachers at the Academy speak of this as one of the major benefits of working here.

In addition to this, teachers are trusted to be professionals through:

- No unannounced observations
- No lesson grading
- A feedback and recognition policy that lets teachers decide the best feedback mechanism for their own classes, rather than having this prescribed centrally
- Departments set their own feedback and recognition policy and have no expectation of teachers spending extra time marking
- 3 extra INSET days per year collaborative team planning
- No emails (except safeguarding) after 5.30pm and at weekends
- A genuine flexible working environment
- Free access to the newly refurbished on-site high-quality gym

"One of the best things about working at NA is the constant strive for staff wellbeing. I feel valued here and enjoy working within my department."
(Staff Survey November 2021)



Staff Survey November 2021

We were very pleased to have excellent feedback from the Staff Survey this year:

- 99% value the school's culture
- 98% are proud to work at the school
- 98% support the school's strategy and direction
- 97% feel the school is well led
- 96% would recommend the school to a friend or family member as an employer'

"I like that everyone is able to 'be themselves' safe in the knowledge that the school is inclusive."
(Staff Survey November 2021)



'The school's high expectations of learning without disruption is reflected in exemplary behaviour'

(Ofsted, Nov 2019)

Our Vision

"To be an academy of character and excellence. To provide a unique and extraordinary experience that sets us apart: locally, nationally and internationally."

Our Mission

"We exist to provide the students of the Eastern District with equal or better life chances than any student in the UK."

Our Values

We are providing a safe, caring and exciting environment for young people by putting young people at the centre of every decision. We are developing ambition, confidence and resilience through a relentless focus on opportunities and standards.

We believe that the five core values that best define Northampton Academy are:

RESPECT

- Showing due consideration for the values, opinions and beliefs of others
- Understanding that we are all different from one another
- Respect for ourselves, others and the environment

DETERMINATION

- Not giving up, especially during adversity
- Embracing the challenges of learning at a high level
- Supporting each other to achieve

AMBITION

- Aspiring to be the best people we can possibly be; and know what this looks like
- Aspiring to achieve the highest outcomes possible
- Aspiring to achieve the best jobs, college and university places

TOLERANCE

- Ability and willingness to accept the existence of opinions or beliefs that are different from our own
- Understanding that not all situations and issues are binary
- Willingness to embrace diversity of religion, race and culture

INTEGRITY

- Doing the right thing, even when nobody is watching
- Being honest with yourself and others, even when in the wrong
- Having strong moral principles



School of
CHARACTER

A School of Character

Northampton Academy is a nationally recognised school for its Character Development Programme, which is systematically delivered into the curriculum through lessons, assemblies, tutor time reading, PSHE and many other facets.

The Character programme is based on our 'pillars of virtue':

- **Respect** - showing consideration for the views, opinions, and beliefs of others
- **Determination** - never giving up
- **Ambition** - aiming high, not just for what you want to be, but who you wish to be
- **Integrity** - doing the right thing, even when nobody is watching
- **Tolerance** - the ability and willingness to accept the existence of opinions or beliefs that are different from our own

Staff play a vital role in this development of students' character, and we are all expected to role model these virtues at all times. This is vital in the 'caught' aspect of our character programme. New staff must also buy in to this value led approach and are expected to understand the importance of developing character in young people.

We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

We fundamentally believe in nurturing talent within our staff body. Our in-house Continuous Personal Development programme focuses on developing teaching and learning practices and techniques to ensure we become the best possible practitioners in the classroom. Further, we actively support staff in their CPD and ensure all leaders have formal leadership training through avenues such as NPQSL or NPQML. Alongside this, we create succession planning for future senior positions.

For students, we promise the young people of Northampton Academy 'leadership opportunities for every student, every year' to ensure we develop them to be the future leaders of our country. This strand of opportunity for our young people is one of many that we use to help develop the character of our students.

**"A great thing about working here is the focus on character education.
It is wonderful to see the students so inspired and producing high
quality work in lessons"
(Staff Survey November 2021)**



**One of the first schools
in the country to be
awarded the prestigious
'School of Character'
kitemark**



School of
CHARACTER

About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - northamptonmuseums.com, [TheRoyalandDerngate](#)
- Manor houses and gardens - [DelapreAbbey](#), [CastleAshby](#)
- Great retail outlets - [RushdenLakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [CycleNorthants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and watersports - [StanwickLakes](#)
- Great sporting scene – [NorthamptonSaints](#), [NorthamptonshireCountyCricketClub](#) & [NorthamptonTownFC](#)
- Picturesque golf courses - [BramptonHeath](#)
- Beautiful parkland and forests
- Canals and rivers
- Close proximity to Birmingham and London Luton airports



Abington Park

'Character development is at the heart of the school's work'

(Ofsted, Nov 2019)



Stoke Bruerne



Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre

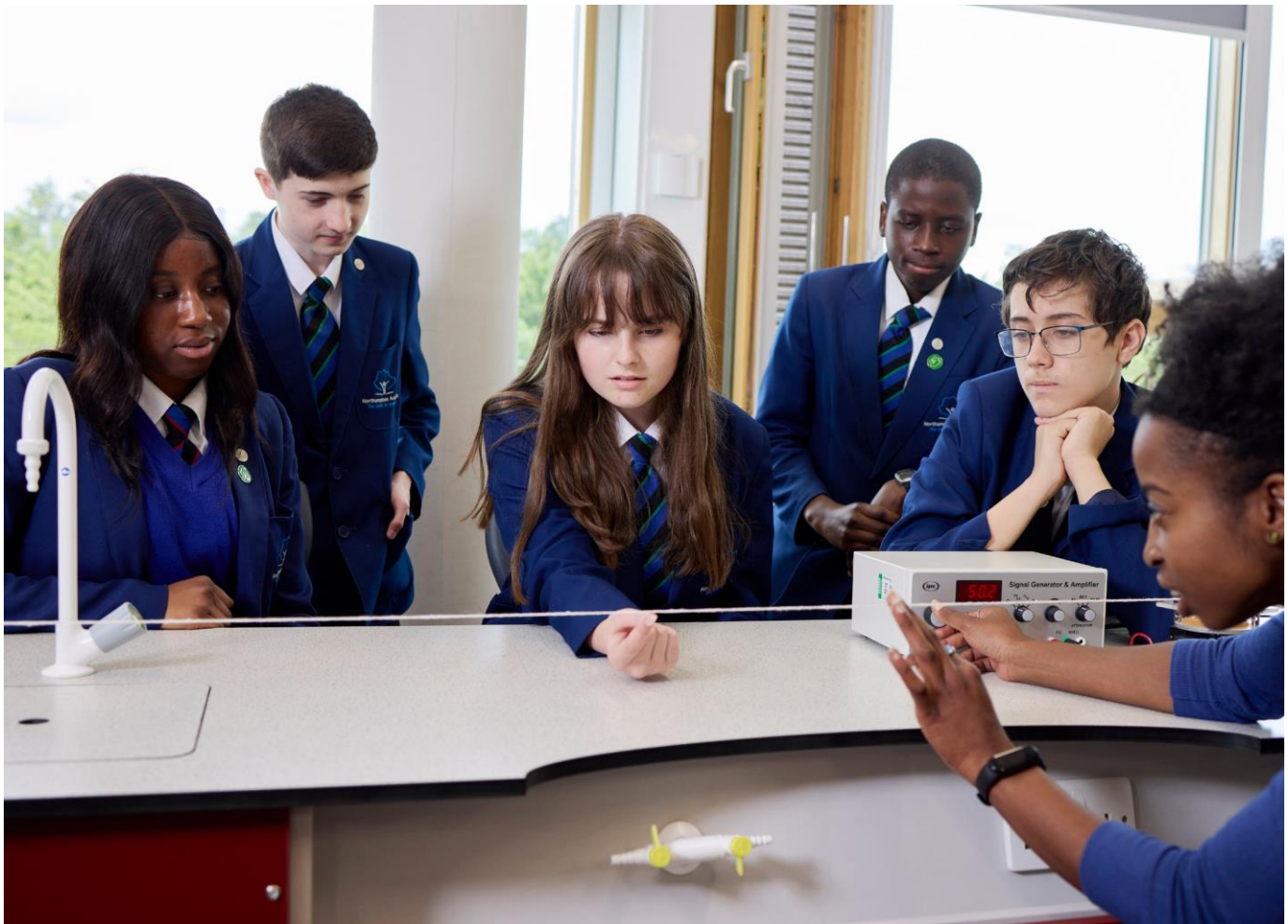
Part of United Learning

Northampton Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It is an ethos we call 'the best in everyone'.

"The school is well led and the students and staff are all aware of the expectations of the school and wider community."
(Staff Survey November 2021)



"The leadership team are supportive and consistent with their approach to behaviour management and their expectations of learning environments.

Staff are always striving and working towards excellence as a team."

(Staff Survey November 2021)



Job Description and Person Specification

Job Description – Learning Support Assistant

Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Reporting to: Assistant Principal – Inclusion/SENDCo / Inclusion Manager

Hours of work: 35 hours per week, 8.30am-4.00pm Monday to Friday, 39 weeks per year

Job purpose:

- To provide support for students with SEND and Additional Needs so they make excellent academic and pastoral progress
- To complement the professional work of teachers and by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups
- To monitor, assess, record and report on pupils' achievement, progress and development
- To lead/co-lead part of the school's co-curricular programme

Safeguarding:

- To uphold the academy's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners

Achievement for All:

- To uphold the academy's policy and delivery of Achievement for All legislation

Key Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities, but to serve as guidance and should be seen as enabling rather than restrictive

Support for Pupils

- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- To establish productive working relationships with pupils, acting as a role model and setting high expectations
- To promote the inclusion and acceptance of all pupils within the classroom to develop and implement pupil profiles
- To support pupils consistently whilst recognising and responding to their individual needs
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities



- To promote independence and employ strategies to recognise and reward achievements of self-reliance
- To provide feedback to pupils/parents/carers in relation to progress and achievement
- To support the delivery of Education Health and Care Plans, Pupil Passports and other SEND assessments and recommendations as required
- To develop a thorough understanding of meeting the needs of pupils with regard to area of primary SEND need (Social, Emotional and Mental Health, Physical Needs, Communication and Interaction and Cognition and Learning)
- To lead or help lead a co-curricular activity twice per week

Support for Teachers

- To provide support for students in their learning activities in lessons under an agreed (with the classroom teacher) system
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- To support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To produce resources, plan challenging teaching and learning objectives, evaluate and adjust lesson/work plans as appropriate within an agreed system of supervision

Support for the Curriculum

- To deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs
- To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural activities
- To advise on appropriate deployment and use of specialist aid/resources/equipment
- To deliver co-curricular opportunities through Northampton Academy's new co-curricular program

Team Working

- Working independently and under the direction of a line manager to undertake a range of more specialised tasks including intervention programmes to support learning in one area of primary SEND need (Social, Emotional and Mental Health; Physical Needs; Communication and Interaction and Cognition and Learning) for example by supporting literacy and numeracy work, Precision Teaching, listening to reading, Social Skills, Circle of Friends etc.
- To initiate and build good working relationships with colleagues, service users and outside agencies to deliver the service to required standards
- To be an effective and flexible member of the team, contributing to the successful provision of value for money support services throughout the academy
- To uphold the academy's policies on Inclusion, behaviour and attainment
- To attend meetings of school staff, e.g. whole school staff meetings/curriculum development meetings, team meetings, where required
- Attending and contributing to SEN and other review meetings if required by the Principal and where appropriate, disseminating information to other Teaching Assistants
- To implement the 'Assess, Do, Plan, Review' graduated approach
- To act as a key contact for identified SEND students as agreed with the line manager



**"There is an Inclusive culture, supportive team, the freedom to try new things and be in charge of my personal development."
(Staff Survey November 2021)**



Other Responsibilities

In addition, the post holder shall undertake:

- To undertake in-service training as required
- Keep up-to-date with developments relating to the SEND agenda
- Develop and maximise the use of ICT
- Show a commitment to your own professional development
- Work collaboratively with other staff
- Meet in accordance with calendared meetings and with line managers as required
- To fulfil any particular responsibilities specific to the role of LSA
- Other responsibilities as reasonably requested and commensurate with the grading of the post
- Child Protection induction training when advised to do so and implement the Child Protection and Safeguarding policies and processes in your everyday working practice
- Any such duties that may from time to time be reasonably assigned by the Principal

General

All Academy staff are expected to:

- Work towards and support the Academy's vision, values and objectives
- Fully subscribe to the Academy values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the Academy and our young people
- Support and contribute to the Academy's responsibility for safeguarding students
- Work within the Academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the Academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised
- 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
- Undertake any other duty as specified by the Principal not mentioned in the above

This job description will be reviewed annually as part of the Performance Management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the Academy and the pastoral care of the pupils in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

“There is a clear ethos and clear understanding of the vision of the school”
(Staff Survey November 2021)



**"Strong leadership, aligned to real concern for staff welfare leads to an atmosphere ripe for excellent teaching and learning."
(Staff Survey November 2021)**



Person Specification: Learning Support Assistant

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
Excellent numeracy and literacy skills, including qualifications equivalent to Level 2 in English and Maths	E	A
A Levels or equivalent	D	A
Teaching Subject and/or Related Degree	D	A
Teaching Assistant qualification	D	A
Specific and relevant qualifications/training	D	A
Evidence of further study	E	A
Qualification in niche subjects (e.g. Latin, Mandarin)	D	A
EXPERIENCE		
Experience of working within a school environment	D	A/I
Delivery of specific literacy/ numeracy/ speech/ language/ social or emotional/ specialist support programmes	D	A/I
Previous experience of implementing new initiatives	D	A/I
Previous experience of working with specialist equipment (for positions where this is applicable) or children with specialist needs	D	A/I
SKILLS, KNOWLEDGE AND PERSONAL QUALITIES		
Work towards and support the academy's vision and the objectives	E	A/I
Fully subscribe to the Academy Values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the academy and our young people	E	A/I

Experience/potential in the skills, expertise and knowledge across the wide range of required areas for this post	E	A/I
Excellent interpersonal skills with the ability to form and maintain appropriate relationships with children	E	A/I
Excellent interpersonal skills with the ability to form and maintain appropriate relationships with adults	E	A/I
A belief that students can achieve	E	A/I
Calm but purposeful in relation to young people	E	A/I
Set appropriate personal boundaries with young people	E	A/I
Uphold school ethos, values, procedures and guidelines at all times with utmost consistency	E	A/I
Ability to create / contribute to a stimulating classroom environment	E	A/I
Self-motivator / initiative and proactive practitioner	E	A/I
The ability to deal with peaks and troughs of workload	E	A/I
Perspective and sense of humour	E	A/I
A team player and a 'volunteer' character	E	A/I
A significantly positive attitude to work	E	A/I
A 'can do' attitude and a mentality of going 'above and beyond' expectation	E	A/I
Ability to embrace change and be flexible	E	A/I
Well organised with good time management	E	A/I
Ability to prioritise	E	A/I
Excellent written communication skills	E	A/I
Sound ICT skills	E	A/I
Reliable and trustworthy	E	A/I

Calm under pressure and enjoyment in overcoming challenges	E	A/I
Professional understanding of the importance of confidentiality	E	A/I
Be respectful, determined and ambitious	E	A/I
A willingness to engage in a coaching workplace	E	A/I
Experience of coaching others	D	A/I



Northampton Academy

The best in everyone™

Part of United Learning

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