



Job applicant information pack

Learning Support Assistant Ocklynge Junior School



Welcome letter

Thank you for your interest in Ocklynge School and for considering us as your next career move. At Ocklynge School our children are inquisitive, polite and well-behaved. They enjoy learning and relish the wider opportunities we offer, whether that be sports, Forest School or our creative arts. Ocklynge is a very happy and welcoming school with a staff team that is talented, nurturing and inspirational. We all aspire to provide the best learning experience possible. Our shared aim is to provide an outstanding education for children of all abilities. We offer a wide range of opportunities to inspire children in their learning. We want every child to achieve their own highest possible expectations and actively encourage close co-operation between home, school and the wider community.

We call our Teaching Assistants Learning Support Assistants (LSAs) to reflect the focus of the role in helping to move children on in their learning. I hope our application pack is clear and informative and gives you a sense of our high aspirations for all our pupils.

This is a fantastic opportunity to join us in a role dedicated to helping pupils develop their full potential. If you are adept at establishing positive relationships and have high expectations of yourself and others, we would love to hear from you. The job description and person specification in this pack describe what the post entails and the type of person we are looking for.

Previous knowledge or interest/experience in working with children in KS2 is essential, although we would consider somebody with extensive experience of KS1 or KS3. The successful applicant must enjoy the challenges and demands of working with young people but will be well supported by a busy and friendly team. Please note that the successful candidates will also be required to take on additional lunchtime supervisor or play leader role/s.

We offer an incentive package which includes:

- A comprehensive induction programme for new staff to our academies.
- On-going investment into your career development through appropriate CPD.
- Support and mentoring by a strong Senior Leadership Team and other experienced leaders.
- Access to the Bike 2 Work scheme allowing up to 42% discount on the cost of bikes and equipment.
- Full use of an employee assistance programme supporting wellbeing.
- Staffroom with complimentary tea and coffee.
- Subsidised membership of Benenden Healthcare (affordable alternative to private health insurance).
- On-site parking.
- Free Breakfast Club / After School Club place for trust staff children at Ocklynge Junior School.

Paul Reilly, Headteacher

Our vision and values

In general terms this is what we are trying to achieve with the children in our care:

1. To help the children towards the realisation of their full potential.
2. To help the children to develop enquiring minds and the ability to listen, concentrate and apply themselves to tasks.
3. To develop children's self-reliance, confidence, and the ability to work both independently and co-operatively.
4. To appreciate and value each child's contribution and celebrate their achievements.
5. To instil respect and understanding for religious and moral values and tolerance of races, religions and ways of life.
6. To help the children learn courtesy, good manners, and consideration for others.

We are Responsible

We work hard, are helpful, reliable, look after property and co-operate with others.

We are Respectful

We are polite, well mannered, considerate, gentle and understanding of others.

We are Reflective

We are patient, honest, kind, good listeners, forgiving and admit when we have made a mistake.

We are Resilient

We do not give up, we try to sort our problems calmly and give things a go.



Job description

Job Title: Learning Support Assistant

School: Ocklynge School

Grade: Single Status Grade 3 point 7

Responsible to: Deputy HT

Main Functions

- 1 To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil(s)
 - Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school
- 2 To establish supportive relationships with the pupil(s) concerned
- 3 To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 Give the pupil(s) feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking children's work
- 6 To support the pupil(s) in developing social skills both in and out of the Classroom
- 7 To support the use of ICT in learning activities
- 8 To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- 9 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 10 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 11 To use the school's system for recording progress
- 12 Where appropriate, to know and apply positive handling techniques

- 13 To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.
- 14 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Learning Support and Learning, Equal Opportunities etc.
- 15 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 16 To be aware of confidential issues linked to home/pupil/teacher/school
- 17 To contribute towards reviews of pupil(s)' progress as appropriate
- 18 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 19 To take part in training activities offered by the school and the county to further knowledge (within employed hours)
- 20 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc. (within employed hours)
- 21 To accompany teacher and pupils on educational visits
- 22 To carry out the above duties in accordance with the Children's Services Equal Opportunities Policy.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Person Specification

Knowledge

- 1.1 A good standard of education particularly in English and Mathematics
- 1.2 Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 1.3 Knowledge of SEN Code of Practice
- 1.4 Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils

Experience

- 2.1 Experience of supporting children in a classroom environment for at least one year, including those with special educational needs
- 2.2 Experience of using Information Technology to support pupils in the classroom

Skills & Abilities

- 3.1 Ability to use language and other communication skills that pupils can understand and relate to
- 3.2 Ability to establish positive relationships with pupils and empathise with their needs
- 3.3 Ability to demonstrate active listening skills
- 3.4 Ability to consistently and effectively implement agreed behaviour management strategies
- 3.5 Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task
- 3.6 Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- 3.7 Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- 3.8 Ability to assist in the recording of lessons and assessment as required by the teacher
- 3.9 Ability to offer constructive feedback to pupils to reinforce self-esteem
- 3.10 Ability to work effectively and supportively as a member of the school team
- 3.11 Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc.

Personal Qualities

- 4.1 Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge
- 4.2 Willingness to maintain confidentiality on all school matters

Desirable Criteria

- 5.1 NVQ Level 2 for Learning Support Assistants or equivalent
- 5.2 Dyslexia accreditation
- 5.3 Experience of working in a Key Stage 2 classroom

How to apply

To apply for this position, please access the application form via [Vacancies - Ocklynge Junior School](#) or for those using the TES or Gov.UK platforms to apply, you may also use the forms available there.

Once completed, send the form to Lorraine Barrow, Trust Executive Assistant, at lbarrow@ratton.co.uk before the specified closing date.

Please be aware that we do not accept CVs; therefore, kindly follow the specified application routes. Additionally, all applicants must have the Right to Work in the UK to be eligible for the role. If you submit your application via CV or if you do not possess the Right to Work in the UK, your application will not be considered.

Early application is encouraged as we reserve the right to consider applications on receipt and to appoint before the deadline.

Terms of employment	
Grade	LPSSS Grade 3 (£22,737) pro rata, pay award pending
Actual Salary	£7,964 gross per year (£664 gross per month)
Hours	15 hours per week – Mondays/Thursdays/Fridays 8.30am-1.30pm
Contract	Fixed term to August 2025 in the first instance Term time only + 1 week
Closing Date:	Monday 2 September
Interviews:	TBC

Application Procedure

Your application is pivotal, as the information you provide will influence whether you are shortlisted for an interview. The following guidance is designed to assist you in completing it effectively. This is part of our commitment to ensuring equal opportunities for job applicants. SDLT wholeheartedly supports the principles of equality and diversity in employment and service delivery. We aim to encourage, value, and manage diversity, recognising that talent and potential are distributed across the population. Promoting equality of opportunity has moral and social reasons, and it is also in the best interest of this organisation to recruit and develop the best people for our jobs from as broad and diverse a pool of talent as possible.

Personal Specification

The person specification is the list of criteria or requirements needed for the post. To be shortlisted, you have to fulfil each of the essential points, demonstrating your abilities by

giving examples. The strongest applications will detail how candidates meet all of the criteria with examples, including drawing on previous experiences and transferable skills. Remember that voluntary work or work at home can be as valuable as paid employment.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview. Shortlisted applicants should note that online searches may be done as part of due diligence checks.
- 2) If you are successful, you will receive an email inviting you to attend an interview. It is therefore important that you give us your email address.

Pre- Employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer (for teaching staff, this includes the Headteacher or mentor at your placement if you are still training). It is our usual policy to take up references before the interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.
4. Undertake an Enhanced Disclosure and Barring Service check and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above. For teaching staff, this post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Visa Sponsorship

We do not hold a sponsor licence, so we are unable to employ applicants who do not have the right to work in the UK.

Policy on Equal Opportunities

SDLT is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. Our trust schools oppose any form of discrimination against any individual or group and welcome the inclusion of a diversity of individuals from many races and cultures. Discriminatory behaviour based on race, colour, culture, nationality, gender, sexual orientation, disability, or religion will not be tolerated.

Safeguarding Notice

South Downs Learning Trust and all our academies adhere to all the national and local policies and guidance regarding Safeguarding Children and Young People. We are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people. We expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check.