



The Shared Learning Trust

THE RUSHMERE  
PARK ACADEMY

## Learning Support Assistant SEN 1:1

Does your passion and skills lay with special education provision? The Rushmere Park Academy is looking for a 1:1 to work alongside a child with special education needs, providing them with the support, care, safe environment they need to thrive in a mainstream setting. We are seeking someone with experience working with pupils with SEN who has the patience and warmth to meet their needs, provide them with class-based support and engage them in interventions, therapies and programmes, both with internally and external services. The successful candidate will be an enthusiastic, imaginative professional with high standards, ready to enthuse with a creative and playful style. Does this sound like you?

The Rushmere Park Academy has seen rapid growth in the short time since we opened in January 2016, however, we remain a small, vibrant and diverse community, offering a unique learning environment with a strong emphasis on creativity, active and braided learning opportunities. We are an inclusive school where children are at the heart of our curriculum and through motivating learning opportunities, we strive to develop children into confident, thoughtful learners who are happy and thrive whilst being at The Rushmere Park Academy.

The successful candidate will join a friendly and conscientious team and will benefit from the excellent CPD training opportunities

### Key Duties:

- To engage and extend the class-based learning in an engaging manner on a day-to-day basis.
- To work with a named child, as directed by the class teacher and/or SENCo, supporting subjects and topics across the whole curriculum
- To establish a supportive, caring and secure relationship with the child, promoting respect, self-esteem and a positive, inclusive whole school ethos
- To develop knowledge and understanding of the specific academic, physical, and emotional/behavioural/medical needs of the child and respond to them effectively
- Encourage and assist the child in developing their independent skills
- Assess and observe the child in their learning, providing valuable insight into target setting and assessment frameworks relating to the child's developments and achievements
- Promote good links between home and school
- Work with external professional and agencies
- IT competent

### The successful candidate will have:

- Supporting children to access class provision – Essential
- 1:1 SEN experience – Desirable
- Level 2 Teaching Assistant qualifications – Essential
- Understanding Autism Spectrum Disorder training – Desirable

### Job Specifics:

<b>Start Date</b>	asap
<b>Salary</b>	NJC L2 4-5 £18,933 - £19,312 FTE actual pro rata salary £15,525 - £15,836
<b>Hours</b>	<b>35 hours per week</b> Mon-Fri 8.30am to 4pm
<b>Contract</b>	Permanent Term-time and 5 INSET days

# HOW TO APPLY

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

**We look forward to hearing from you!**

The successful candidate will be joining a very friendly and supportive team of staff and governors working with children that take pride in their school. Visits to the school are warmly welcomed

reserves the right to interview and appoint a suitable candidate before the deadline date.

***‘We believe in the safeguarding and welfare of children and expect all staff to share this view’.***

## SAFEGUARDING

***‘We believe in the safeguarding and welfare of children and expect all staff to share this view’.***

*The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.*

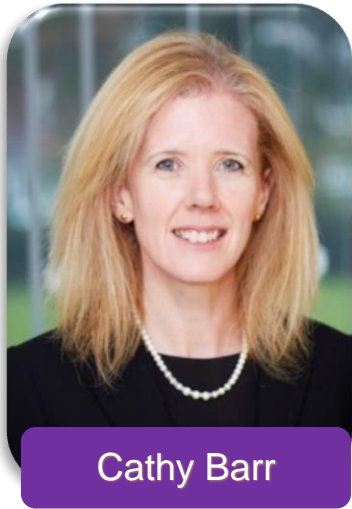
The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding. Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

# WELCOME TO THE SHARED LEARNING

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning



Cathy Barr

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,700 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy. Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

*- 'We recruit people for attitude and train for skills'*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

### **We aim to recruit staff who:**

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME FROM THE PRINCIPAL



Marea Rawlings

Welcome to The Rushmere Park Academy! Thank you for taking the time to read this document and for showing an interest in our school.

At The Rushmere Park Academy we are very proud to have such a dedicated team of very talented teachers and support staff that make The Rushmere Park Academy a really special place to work, learn and play.

We are a happy school with a strong ethos in both our Academy and Nursery that is based on the foundation values of good manners, respect, kindness and hard work. We have very high expectations for all our children and visitors often comment on the 'learning' atmosphere and good relationships, which are so important to us.

We believe that learning should be led by a child's natural curiosity and our curriculum model has been developed with this key principle in mind. All children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make informed decisions about their 'own' learning, immersing themselves in a high-quality education that is full of challenge, diversity, interest and fun. My colleagues and I work hard to create an environment, which provides children of all ages with opportunities to experience success and develop a life-long learning attitude, equipping them with the skills needed in today's world.

We are an inclusive school and we try to ensure that we know all our pupils really well. With small class sizes and a clear focus on traditional values 'Every child matters' at The Rushmere Park Academy and we value children for all their different strengths and qualities.

We are unique in our ethos, passion and plans for the future. Now is a very exciting time to join us and we genuinely believe that The Rushmere Park Academy is the place to be. Why not arrange a visit so you can see for yourself?

I look forward in showing you around one of the best schools in Leighton Buzzard.

Miss Marea Rawlings

Principal

# ABOUT THE SHARED LEARNING TRUST

- The Vale Academy, Dunstable, ages 2-11
- The Linden Academy, Luton, ages 4-11
- The Rushmere Academy, Leighton Buzzard, ages 2 - 9
- The Chalk Hills Academy, Luton, ages 11-19
- The Stockwood Park Academy, Luton, ages 11-19

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISIONS AND VALUES – ‘Strive, Achieve,

**We are a unique family of 5 schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible.**

**At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.**

Our commitment to this vision can be demonstrated by our behaviours:

### **Strive**

#### **We will:**

- provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.
- continue to work together to **share** innovative practice and to provide a wealth of opportunities for all pupils and staff
- have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets.
- focus on the development of all of our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

### **Achieve**

#### **We will:**

- aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative.
- share strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- offer an interesting yet challenging curriculum in each of our academies.
- by our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all.
- continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence.
- place emphasis on collaboration with partners *outside of our Trust* to maximise opportunities for all **in** our Trust.

### **Believe**

#### **We will:**

- enable all of our learners to develop and flourish, through close working and regular communication with our families and local community,
- care for our families beyond the school day, supporting the development of high self-esteem and belief.
- ensure that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- promote can-do attitudes and resilience across the Trust that develop belief and high expectation

## OFSTED AT THE RUSHMERE PARK ACADEMY



### **Achievement of Pupils: 'GOOD'**

- The school has adopted well-structured programmes for teaching reading, writing and mathematics in small groups, and this helps pupils to make good progress. Work is well tailored to their needs.

### **Quality of Teaching: 'GOOD'**

- No pupil is held back from reaching their potential, as in every group the work is sufficiently demanding for them.

### **Behavior and Safety of Pupils: 'GOOD'**

- The behaviour of pupils is good. They have positive attitudes to learning and work hard. Pupils speak with enthusiasm about their educational experiences. They are polite and considerate of one another.

### **Leadership and Management: 'GOOD'**

- Much of their success is down to rigorous checks on the quality of teaching, careful tracking of pupils' progress, and high-quality training for staff. Effective action is then taken to address any issues that are identified. Teaching staff are very positive about the way their skills are developed and how they are encouraged to take on new responsibilities.

### **The Governance of the School:**

- Governors have a good understanding of the quality of teaching and pupils' performance. They visit regularly, including as volunteers, to see the work of the school firsthand. They are actively involved with staff in evaluating how well the school is doing. They make sure that staff are set challenging targets and that pay is linked to good performance. They know how the pupil premium and sports premium are being spent and the impact they are having. Governors challenge school leaders to keep improving.

**CPD & TRAINING – We invest in you!**

All five Academies at The Shared Learning Trust are a part of our Teaching Trust, which is based at The Chalk Hills Academy. We aim to offer exceptional teacher training and high-quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As The Vale Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

## TEACHER TESTIMONIALS

*“Being a teacher at The Rushmere Park Academy is an exceptionally rewarding experience. The level of care and trust the team has is so unique and special. As a member of staff, I feel loved, supported, and cheered by SLT and my colleagues. There is definitely no 'I' in team at The Rushmere Park Academy, instead a supportive and inspiring team who always offer a helping hand.*

*I did my teacher training at The Rushmere Park Academy and felt so motivated, valued and empowered to teach that I applied for a position at the school during my NQT year. Since then, I have been offered valuable CPD and support to further my teaching career and practice.*

*I feel honoured to work with such professional and positive people. Integrity is a very important value to me, and I feel right at home amongst The Rushmere Park Academy, everything they do oozes integrity and excellence.*

*Since the moment I was hired by The Rushmere Park Academy I felt like part of a family. Staff here work together with gratitude to make sure students are getting the best quality of education and community.*

**Teacher**

*“Working at The Rushmere Park Academy means working alongside a team of caring and committed fellow professionals.*

*The time and hard work that all members of staff invest into the school generates a significant impact on the progress that the children make. I have gained an immense amount pride and satisfaction thinking about the part I have played in this. I am looking forward with relish to the next chapter in the school's life as it changes into Rushmere Park Academy.”*

**Teacher**

## JOB DESCRIPTION



**Role:** 1:1 SEN Learning Support Assistant

**Responsible to:** SENDCo

**Salary:** NJC L2-3 4-6

## **Job Purpose**

- To provide a high standard of physical, emotional, social and intellectual care for the child assigned to you in the setting.
- To work as part of a team in order to provide an enabling environment in which the child you support can play, develop and learn.
- To build and maintain strong partnership working with parents to enable the child's needs are met.

## **Duties and Responsibilities**

- To assist with the planning of the curriculum by providing safe, creative and appropriate educational opportunities
- To keep records of your key child's development and learning journeys and share with parents, carers and other key adults in the child's life.
- To encourage parental involvement and support through the development of effective working relationships
- To be involved in out of working hours activities, e.g. training, weekly staff meetings.
- To ensure that activities are carried out in a safe and responsible manner in accordance with statutory responsibilities, and to advise the Early Years Manager/Early Years Teacher of any concerns.
- To assist with the development and implantation of support plans.
- To follow whole-school policies, including those regarding safeguarding and confidentiality
- To ensure the highest standards of physical and emotional care, health and safety, and personal and food hygiene at all times
- To prepare materials and resources to support the needs as necessary.
- Working creatively with children within the Early Years framework, as instructed.
- Working with a range of people including school staff, visiting professionals and agencies, parents, children and families, and visitors.
- Work requires bending, kneeling and crouching for periods of time and may also involve lifting or holding the child during planned activities, and changing nappies/toileting duties.
- Significant elements of inside and outside work
- Promoting positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging the child to take responsibility for his own behaviour
- Having a positive approach to continuous professional development
- To actively promote and support the safeguarding of children and young people in the workplace, ensuring Setting policies and procedures are observed at all times.
- To ensure you always work and adhere to the Staff Code of Conduct.



## Person Specification: 1:1 SEN Learning Support Assistant

Essential	Desirable
Skills, aptitude, knowledge and experience	
<ul style="list-style-type: none"> <li>• Proven experience of working with children with SEND either on placement or in paid employment</li> <li>• Ability to work independently using own initiative.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• In depth knowledge of child development</li> <li>• Ability to relate well to children and adults including other professionals/carers/parents</li> <li>• Ability to demonstrate and promote good practice in line with the ethos of the school both indoors and outdoors.</li> <li>• Fluent English speaker</li> <li>• Effectively communicate with adults and children</li> <li>• Good written, verbal and nonverbal communication</li> <li>• Experience of working as part of a team</li> <li>• Ability to interact with the child and support their involvement in physical activities and outdoor play</li> <li>• Experience of having kept written records of the child's achievements including observations, assessment and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in Early Years, KS1 and KS2 in a mainstream school environment</li> <li>• Experience of working with other agencies and professionals</li> <li>• Previous experience supporting children with ASD</li> <li>• Experience with working and supporting children with additional needs (EHCP)</li> <li>• Knowledge and understanding of the type of external support that is available to support children's development and how to access these services.</li> <li>• Previous use and knowledge of PECS.</li> <li>• Previous use and knowledge of speech and language therapies</li> </ul>
Personal qualities	
<ul style="list-style-type: none"> <li>• Proactive and positive team player, able to work constructively as part of a team</li> <li>• To understand curriculum framework, roles and responsibilities and own position within these.</li> <li>• Ability to work flexibly and responsively, to meet the needs of the child and the organization.</li> <li>• Enthusiasm for learning and working with children</li> <li>• Caring, friendly, approachable, open, inclusive, welcoming, and personable</li> <li>• Able to maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective approach and commitment to personal development.</li> <li>• Fluent and accurate writing skills, ability to maintain pupils' records.</li> </ul>
Qualifications	
<ul style="list-style-type: none"> <li>• Willingness to participate in other development and training opportunities</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Understanding of principles of child development and learning processes and in particular barriers to learning <ul style="list-style-type: none"> <li>• Requirement to participate in training/development as and when identified by line manager as essential for performance of the post.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Level 2 qualification or better</li> <li>• Completion of Safeguarding Awareness course</li> <li>• Training in the relevant strategies e.g. parenting and/or in particular learning areas, e.g. quality improvement, observation and record keeping, Communication, Language and Literacy, ICT, maths, etc.</li> <li>• First Aid certificate</li> <li>• Food and Hygiene certificate</li> <li>• Health &amp; Safety certificate</li> </ul>

This post requires a DBS check, as there may be periods of unsupervised access to children. An Enhanced DBS and satisfactory references would be obtained prior to commencement of employment.