



*Enquiring minds for
inspiring futures*

Learning Support Assistant Application Pack



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Letter from Cathie Paine, Chief Executive Officer

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.

Employees 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.

Cathie Paine

CEO



Our Touchstones

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 at The Palmer Academy

We are looking to recruit an enthusiastic and dedicated Learning Support Assistant, to start as soon as possible.

As a member of the academy's support staff team you will be responsible for supporting the development of all children, including those with SEN/D and for whom English is an additional language, supporting their knowledge, understanding and skills across all areas of learning. This may be supporting children on a one-to-one basis who have an Education, Health, and Care Plan (EHCP) who require significant intervention, supporting small groups or delivering interventions and additional support to children as needed. This will be a flexible role which could be working with all children across the academy, from Early Years (aged 4) to Key Stage 2 (aged 11). The role also includes supervising children during break and lunchtimes, both inside and outdoors.

What we're looking for:

We welcome applications from candidates with experience from educational or other relevant childcare backgrounds. Ideally, the successful candidate will be expected to either hold, or be prepared to undertake if needed, a full and relevant Level 2 or Level 3 qualification in Childcare as required to work flexibly across the Early Years, although this is not a requirement of the role. We also welcome applications for graduates who are looking to gain experience before enrolling onto a teacher-training programme.

The successful candidate will have:

- The motivation and passion to achieve the very best for the children with additional needs in our care and be relentless in the pursuit of excellence
- A good understanding of the Early Years Foundation Stage and/or a good understanding of the Key Stage 1 and Key Stage 2 curriculum
- A good understanding of the range of additional needs that pupils can have and how best to support them
- The ability to work independently and with initiative, as well as part of a wider team
- A 'can-do' approach to all aspects of academy life
- A willingness to undertake professional development and grow their skills
- Excellent communication skills and a good sense of humour

In return we can offer:

- A firm commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference
- Coaching and mentoring from the academy's experienced Leadership Team
- Fantastic trust-wide CPD opportunities
- Vast opportunities for career progression

Background Information about the School

The Palmer Academy is a well-established, two-form entry school situated within the area of Whitley, within Reading, Berkshire. The school was re-built in a new building in 2004, and has accommodation of two floors, including a hall, large and attractive grounds. The school currently has around 460 pupils, including a large nursery provision for children aged three and four years of age, before they enter Reception. The school is currently graded as 'good' by Ofsted in 2022.

Enquiring Minds for Inspiring Futures

At The Palmer Academy we are committed to inspiring the futures of the children we serve through a creative, inclusive and relevant curriculum which enables and encourages them to question the world around them and be curious learners. This results in our children understanding that 'enquiring minds' result in 'inspiring futures'.

Confident, Determined and Respectful

We nurture and support our children and equip them with the skills, knowledge and attitudes they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures.

All Embracing and Community Citizens

We respect and embrace all cultures, ethnicities, races, values and beliefs within our community, and celebrate the positive contribution and impact they have on the school. Working together in partnership leads to our children making connections between what we are learning in school and how it relates to the community and world around them.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [The Palmer Academy](#)

As a member of the REAch2 Trust, a national family of primary academies, The Palmer Primary Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. The Palmer Primary Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

The application

You are invited to submit an application form to **Anne Higginbotham, Headteacher** using recruitment@reach2.org

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

The application process and timetable

Application deadline:	Midday, Friday 01 March 2024
Interviews:	Friday 08 March 2024
Contract Details:	Permanent, term-time only, 38 weeks plus 5 INSET days, 35 hours per week
Salary:	Reading NJC Range 3 (SCP 5-11), £23,500 to £25,979 per annum pro rata Actual salary £19,035.72-£21,043.79 per annum
Start date:	As soon as possible

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

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post: Learning Support Assistant (LSA)

Responsible to: Class teacher

Line manager: Phase Lead

Job purpose:

Learning Support Assistants (LSAs) are an important valued member of the teaching team. As well as working directly with the children's teacher, the LSA is encouraged to use his/her own initiative and skills to enhance the quality of teaching and learning for the children

Context of Role:

- A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school
- A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching
- The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise.
- All Learning Support Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children.

Support for Learners

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities

- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

Support for Class Teachers

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
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Support for the curriculum

- follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs

- obtain accurate and up-to-date information on learners' current literacy and numeracy skills
- agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies
- promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved
- use appropriate strategies for introducing learners to key words to help them access the curriculum
- respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide relevant information to the class teacher about students' learning achievements on a daily basis
- provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating learners to learn

Support for the school

- be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- contribute to the overall ethos/work/aims of the school
- be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- participate in training, staff meetings, other learning activities and performance development when required
- assist with the supervision of students out of lesson times, including before and after school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- establish positive/effective relationships with all stakeholders, including parents and governors
- accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- comply with Health and Safety regulations
- give clear, accurate and complete information to staff as needed for them to work effectively
- provide information to assist other professionals in their role in accordance with school policies and procedures
- show a high level of professionalism at all times in accordance with school policies and procedures
- be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents to the class teacher
- take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
- undertake play and lunch time supervision as directed by senior staff
- be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- show a commitment to work outside directed time when required.
- contribute to and provide evidence for the school Self-Evaluation Summary.
- contribute to activities which are required to support the School Development Plan.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Philosophy		
A belief in the ability of all children to achieve and be successful	*	
A belief in teamwork and ability to get involved in the day-to-day running of the school	*	
Experience		
Working with children of primary school age	*	
Working with individuals and groups of children	*	
Experience of supporting children with SEN	*	
Qualifications & Training		
Very good Numeracy and Literacy skills – at least GCSE C grade or equivalent	*	
Minimum NVQ2 or equivalent qualification		*
First Aid Qualification		*
Knowledge & Skills		
Knowledge of the National Curriculum		*
Experience of delivering Read Write Inc		*
Experience of promoting and gaining positive pupil behaviour conducive to learning, focused on raising standards	*	
Very good organisational skills	*	
Very good time management skills	*	
Ability to prioritise	*	
Adaptability and flexibility	*	

Willing to participate in CPD	*	
ICT Literate	*	
Personal Characteristics		
Boundless enthusiasm, determination and drive to inspire others to achieve high standards	*	
A personable nature to build effective relationships with parents/members of the community	*	
Ability and willingness to promote the school's aims and the positive culture and ethos	*	

All staff are expected to understand and be committed and to contribute to Trust's commitment to Equal Opportunities for all.