

Learning Support Assistant

The Vale Academy is looking for enthusiastic and proactive Learning Support Assistant to work within our Academy. You will need to be able to support children with a range of needs including autistic spectrum disorder, speech and language difficulties and medical needs. You may need to attend to personal care needs and implement related personal programmes, including hygiene, physical, first aid and medical matters, this will be supported by the school's intimate care policy. The successful candidate will be supported with appropriate continuous professional development.

This Learning Support Assistant role will be working with a lovely, supportive team. To find the right candidate/s for this role, we are willing to consider job shares.

Key Duties

- To establish supportive relationships with the pupils concerned
- To promote the acceptance and inclusion of the pupils with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 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.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.

Job Specifics

Start Date: ASAP

Salary: NJC L1a-L1b 1-3 £18,333 - £18,887 FTE (£12,886 - £13,275 actual salary)

Contract: Full time, Permanent, Term time and 5 INSET days. 30 hours per week Mon-Fri 8.45am to 3.15pm and half an hour for lunch

Welcome to The Shared Learning Trust

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 Trust.

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 experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

Cathy Barr, CEO

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 clearly articulate 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 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

About The Shared Learning Trust

- **The Vale Academy, Dunstable 2-11**
- The Rushmere Park Academy, Leighton Buzzard 4-9
- The Linden Academy, Luton 4-11
- The Chalk Hills Academy, Luton 11-18
- The Stockwood Park Academy, Luton 11-18

We also offer a fantastic Sixth Form provision for students aged between 16-19, and this is based at both The Stockwood and The Chalk Hills Academy. Including in our Sixth Form provision is our Football Academy Pathway and brand-new Cricket Academy Pathway.

Our Academies are supported in their work by our **Teaching Trust, 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 shoelaces 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.

Vision & Values 'Strive, Achieve, Believe'

We are a unique family of 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.

CPD and 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 Chalk Hills 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.

Why work for The Vale Academy?

- The Vale Academy is a very popular primary academy within the Dunstable area, with increasing numbers of children attending from Nursery – Year 6
- A new state of the art EYFS unit, including a fully-equipped Nursery
- Fantastic results in the past three years in reading, writing and maths at the end of Key Stage 2
- An innovative curriculum that reflects the needs of the children and the community, with a balanced focus on core and foundation subjects
- A dedicated focus on the mental health and wellbeing of our staff and children
- Fantastic facilities and resources, including our school forest, a stage for our Annual Performance and significant space to provide our children with an excellent PE curriculum
- An academy and a Multi-Academy Trust that is committed to supporting its colleagues to continue their professional development through high-quality training and qualifications
- Experienced and innovative leadership with a fully committed governing body
- Colleagues who are absolutely dedicated to providing the best school experience for all of our children
- A lovely close-knit team that feels like a family

Ofsted at The Vale Academy

Leadership and Management: 'GOOD'

- The school's Headteacher has worked quickly with senior leaders, supported by the work of the academy trust, to maintain the strong sense of community among staff, pupils, parents and trustees. Leaders are well regarded by all staff. Consequently, staff morale is high.

Behaviour and Safety of Students: 'OUTSTANDING'

- The behaviour of pupils is outstanding. Pupils have exceptionally positive attitudes to learning and act responsibly in managing both their own behaviour and helping others in the academy. This contributes to the friendly, social atmosphere in the academy. Pupils are proud of the academy. The buildings and grounds are neat and tidy, and pupils have plenty of room to play and places where they can sit quietly and reflect. Pupils all speak positively about how much they enjoy and value being a part of the academy, and this is evident in their very smart appearance and their impeccable manners.

Quality of Teaching: 'GOOD'

- The strong, positive relationships between adults and pupils support the outstanding attitudes to learning that pupils show in lessons and around the school. All staff have high expectations of pupils' behaviour. Classrooms are well organised, bright and welcoming. They have been thoughtfully set up for the new age ranges of pupils on the academy's roll. Teachers have high expectations, assess pupils' progress accurately in lessons and provide work that children enjoy.

Achievement of Pupils: 'GOOD'

- Children start school with skills and knowledge below those which are typical for their age. Pupils reach standards, in both English and mathematics that are higher than those expected for their age. Pupils' positive attitudes to their learning, together with careful assessment and planning by teachers to challenge pupils to do their best work, contribute strongly to the achievement being made.

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 Department for Education (DfE) 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."

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Job Description

Main Functions:

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

- 1 To aid the pupil 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 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, 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 contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENDCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
- 2 To establish supportive relationships with the pupil concerned
- 3 To promote the acceptance and inclusion of the pupil with SEND, 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 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- 6 To mark pupils' work under the direction of the class teacher
- 7 To support the pupil in developing social skills both in and out of the classroom
- 8 To provide regular feedback on the pupil's learning and behaviour to the teacher/SENDCO, 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 know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- 12 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 13 To be aware of confidential issues linked to home/pupil/teacher/school
- 14 To contribute towards reviews of the pupil's progress as appropriate
- 15 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 16 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 17 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc.
- 18 To accompany teacher and pupils on educational visits
- 19 To provide individual support, as required, during examination sessions

20 To carry out the above duties in accordance with the Education Department's Equal Opportunities Policy.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

Candidates will be assessed on the following:	Essential	Desirable
EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS		
A good standard of Numeracy and both written and oral English	✓	
GCSE/O Level or equivalency in basic Maths and English		✓
Qualifications or prior training linked to education, child development, counselling and/or special educational needs (e.g. Cache, NVQ, Autism training etc.)		✓
EXPERIENCE		
Previous employment in an educational setting	✓	
Previous experience of working with children with special educational needs	✓	
Experience of working with a range of ages of child (4 – 12 year olds)	✓	
Experience of supporting or leading other adults		✓
Demonstrable experience of effective record keeping		✓
SKILLS/KNOWLEDGE/ABILITIES		
Ability to communicate effectively and appropriately with children and adults	✓	
Knowledge of how/when best to intervene in children's learning in order to help them progress	✓	
Patience and resilience	✓	
Team working experience and attitude	✓	
Ability to prioritise tasks and to set and meet deadlines	✓	
Passion for and commitment to the educational needs and the development of happy and competent children	✓	
Creativity; the ability to engage children both inside and outside of learning times	✓	
Ability to forge relationships based on mutual respect and understanding	✓	
Working knowledge of effective strategies for behaviour management for children within the Primary phase	✓	
Practical knowledge of a variety of conditions that <i>may</i> affect children's learning and development		✓
Ability to demonstrate knowledge and commitment to Equality and Diversity and how this has been applied in previous roles	✓	
A knowledge and understanding of the requirements of Safeguarding Children and Vulnerable Adults in the education sector as applicable to this role	✓	
A knowledge and understanding of health and safety standards and best practice	✓	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant