



SEND Learning Support Assistant Application Pack



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Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

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.

Teachers 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

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



The application

You are invited to submit an application form to Nicki Cocks, Business Manager at nicki.cocks@purfleetprimary.co.uk

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:	Midnight, Friday 28 th January 2022
Interviews:	Week commencing 31 st January 2022
Contract details:	Term time only
Salary:	Thurrock Pay Scales (Point 4-10) £19,248-£21,726 (Actual £14,280-£16,118)
Hours:	31.25 per week

The 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 academies and academy personnel 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 of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit 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 after six months from notifying unsuccessful candidates, 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 details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#)



Purfleet Primary Academy

Are looking for a dedicated and committed

SEND Learning Support Assistant

31.25 Hours per week (8.30am-3.15pm Mon-Fri)

Thurrock Pay Scales (Point 4-10)

(Actual salary £14,280-£16,118)

Salary awarded depending on experience and qualifications

Purfleet Primary Academy are looking to appoint a SEND Learning Support Assistant to join our friendly team in our happy school.

In this role you would be working within a fantastic team, supporting our pupils in school. We recognise and value the individual strengths of our pupils and support each child to be the very best that they can be. We help our pupils to become responsible, independent and resilient learners. We strive to ensure that our children leave us well prepared for the next stage of their education, as well-rounded and caring individuals.

Applicants need to be enthusiastic, positive and able to work on their own initiative, as well as follow direction.

The successful candidate will need to hold an Early Years Level 3 qualification (see link below for list of qualifications). Experience of dealing with children with individual and complex needs is essential as is a caring attitude and commitment to the role.

The link below lists the qualifications that can be accepted.

<https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>

If you feel this is the role for you, then please contact Nicki Cocks on 01375 802700 or on admin@purfleetprimary.co.uk for an application form or to arrange a visit.

Closing date for applications: 28th January 2022

Interviews to be held: W/C 31st January 2022

The interview process will include a short task.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All appointments are subject to an enhanced DBS check.

Purfleet Primary Academy is a member of the REACH2 Academy Trust, a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance. For more information on REACH2 visit www.reach2.org



JOB DESCRIPTION

Title of Post:	Learning Support Assistant (SEND)
Grade:	Thurrock Pay Scales 4-10
Responsible to:	Class Teacher and Inclusion Manager
Purpose of Job:	To work in partnership with class teachers to support an individual with complex and diverse needs to promote learning in line with the National Curriculum, codes of practice and school policies and procedures. This position will be assigned to support a pupil with particular needs.

Example Duties and Responsibilities:

- Work with individuals or small groups of children under the direction of teaching staff and SENCO
- Implement specialized learning activities/teaching programmes as agreed with the SENCO, planning, adjusting and assessing activities according to pupil's responses as appropriate
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- Support learning by selecting appropriate resources/methods to facilitate agreed learning activities and ensure that opportunities are planned to meet EHCP targets
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher and SENCO
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher and SENCO
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Assist with the development and implementation of SEND Support Plans and EHCPs.
- Assist the teacher and other staff in the implementation of care programmes
- Provide skilled support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties
- To attend to pupils' personal needs including help with social, welfare, care and health matters, including toileting, dressing, feeding, mobility etc.
- Carry out specific additional care tasks for individual pupils only at the direction of a suitably qualified member of staff and once full training has been given
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To assist with escorting pupils on educational visits
- Take an active role in the preparation, maintenance of resources and control of stocks of materials and resources within the classroom and specialized learning base.

All staff will be expected to:

- conduct themselves in a manner consistent with the school's values and expectations.
- establish positive relationships with pupils and staff
- promote positive pupil behaviour in line with school policies and help embed positive learning behaviours
- understand and apply school policies in relation to health, safety and welfare
- attend relevant training and take responsibility for own development
- attend relevant school meetings as required
- respect confidentiality at all times

**PERSON SPECIFICATION
LEARNING SUPPORT ASSISTANT (SEND)**

Experience	<ul style="list-style-type: none"> • Experience working with children with special needs • Working effectively as part of a team • Experience or training of working with pupils with ASD • Experience of differentiating Learning to ensure that specialized outcomes are met • Experience of the EHCP process including supporting with the review process and planning activities to meet EHCP targets • Experience or training with restraint / positive handling.
Qualifications	<ul style="list-style-type: none"> • Good literacy and numeracy skills- GSCE A-C • Minimum Early years level 3 qualification, or other relevant qualification • Good general standard of education • Training in literacy and numeracy strategies • Training/qualification in particular/specialized special needs area – ASD • Induction training for teaching assistants
Knowledge & Skills	<ul style="list-style-type: none"> • Experience of dealing with children with individual and complex needs: ASD and Communication & Language needs • Knowledge of relevant codes of practice and school policies • Knowledge of general aspects of child development • Understanding of child protection policies and procedures • Working knowledge of ICT to support learning • Basic knowledge of first aid
Aptitudes	<ul style="list-style-type: none"> • Work effectively as part of a team and contribute to group thinking, planning etc. • Effective time management • Build rapport with adults and children • To be flexible • Follow instructions accurately • Use own initiative and work independently • Excellent communication skills with adults and children, verbally and in writing • Motivate, inspire and have high expectations of pupils • Creative approach to problem solving • Ability to adapt quickly and effectively to changing circumstances/situations • Work calmly under pressure • Committed to personal and professional development • Ability to critically evaluate own performance • Awareness of, and commitment to, equalities issues • Ability to record and assess pupil progress/performance etc. • Willingness to attend to physical needs of pupils e.g. toileting