



Senior EAL Learning Support Assistant

We have a great opportunity for a Senior EAL Learning Support Assistant with a focus on teaching support to join our wonderful Pastoral Department. Supporting EAL students, working in partnership with mainstream staff.

The Stockwood Park Academy are proud of the unrivalled education experience offered. You will certainly benefit from forward-thinking and supportive leadership, an encouraging and enthusiastic staff body and enterprising students. Our academy has state of the art facilities, fit for all your teaching needs.

If you want to grow and develop in a fast paced, dynamic and successful Academy, come and join us at The Stockwood Park Academy!

Key Duties

- Supporting EAL students, working in partnership with mainstream staff.
- Responsibility for identifying and meeting the language needs of EAL learners.
- Working with the pastoral teams, meeting with parents and maintaining links between home and school.
- Encouraging links with local secondary school EAL Coordinators, community groups, arranging for translators and interpreters and liaising with local authority departments.
- Developing and deliver short-term induction programmes to suit individual student's needs
- Helping to provide training for mainstream teachers.
- Work with EAL Buddies and promoting awareness of EAL throughout the academy Including visual displays.
- Work with local secondary school EAL Coordinators, community groups, arranging for translators and interpreters and liaising with local authority departments.
- Delivering short-term induction programmes to suit individual student's needs
- Building up collections of teaching resources and disseminating them to staff appropriately.
- Assess new students for language proficiency using the EAL A-E codes
- Maintain the EAL register and ensure that it is accessible to staff
- Maintain a positive relationship with EAL students

The successful candidate will have

- Bilingual colleague with the ability to speak more than one language (Romanian, Urdu, Pashto, Farsi, Arabic) who has a good understanding of the issues EAL students face when grappling with language acquisition
- Ability to teach small group instruction, create relevant EAL resources and undertake testing of students.
- Enthusiastic, self-starter, ability to work and liaise with a variety of departments and colleagues
- A 'can do' attitude, hard-worker
- Good behaviour management skills
- Resilience and the ability to work as part of a team
- Have excellent literacy and numeracy skills (minimum of Grade C in GCSE's or equivalent)
- Be able to take part in training and liaise with a wide range of people including teachers, parents, carers, students and pastoral team
- Be able to listen to the direction of the class teacher, follow agreed lesson plans and use support strategies appropriate to the needs of students.
- Be able to prepare, maintain and deploy appropriate learning aids, materials and equipment.
- Be able to contribute significantly to the planning of teaching and learning for the whole class and/or individual students
- Be able to contribute to the care, health and welfare of students in accordance with the school's health and safety and related policies

Job Specifics

Start date asap

Salary NJC L5:15-20 £23,541-£25,991 FTE dependent on actual experience actual pro-rata salary £21,276-£23,491

Job Role Permanent, Full-time Term-time 5 INSET days plus 2 weeks



Recruitment Timeline

16 th Sept 2021	Position is advertised
8am Tue 5th Oct 2021	Closing date for applications
From 5 th Oct 2021	Shortlisting and contact with candidates - references will be requested
From 8 th Oct 2021	Interviews

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

Why work for Stockwood Park Academy?

- £30 million state of the art building with well-equipped classrooms
- You'll be working alongside a collaborative, forward thinking Principal and Senior Leadership Team who are here to support and develop you
- Unparalleled CPD opportunities with free courses every Thursday catered to your developmental needs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- All teaching staff receive a laptop to use whilst in employment
- Freshly brewed coffee for staff on arrival to the academy every morning
- Employee of the month scheme winning shopping vouchers
- Fantastic staff benefits that make a difference to your work life balance

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on <https://www.thesharedlearningtrust.org.uk/current-vacancies5/845.html>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please contact HR Recruitment, Jay Powell on 01582 211226 or j.powell@thesharedlearningtrust.org.uk

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack with particular reference to the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

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."

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



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.



Welcome to The Stockwood Park Academy



Louise Lee, Executive Principal



Mumin Humayun, Head of School

Dear Applicant,

It is a privilege and an honour to serve The Chalk Hills and The Stockwood Park Academy as Executive Principal.

Our students are extremely motivated and have an exceptional desire to achieve and behave impeccably.

Our staff are highly qualified and work tirelessly in the pursuit of world class progress for all of our students.

The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

Learning is clearly at the heart of all we do.

***'It is the supreme art of the teacher to awaken joy in creative expression and knowledge.'* - Albert Einstein**

I am delighted to extend a warm welcome to you.

Best wishes,

Louise Lee & Mumin Humayun



About The Stockwood Park Academy

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





Teacher Testimonials

I was appointed as the Senior Head of Year in November 2019. As a Pastoral Team we work hard to meet the varied needs of our students, firstly via the Tutors who are our 'face' of pastoral care. Our Heads of Year work closely to guide and support the Tutor teams, whilst maintaining an over view via liaison with Teachers, Faculty Leads, SEN, careers teams and our School Nurse. This robust approach ensures we support student's attendance, medical and learning needs, all with the aim to motivate and enthuse TSPA students to be their very best. Our pastoral care is firmly centred on encouragement and providing the stepping stones required to make progress, both academically and in terms of the student character. We want TSPA students to believe that they can realistically improve their academic outcomes and create pathways to a very successful future. For students who require greater support, we have a dedicated team of Pastoral Support Officers. The PSO team deliver Behaviour Modification sessions to help students make positive choices and manage their emotions and feelings healthily. Where a student requires more specific support, the PSO team work closely with attendance, safeguarding and refer to our in house Mentor and Conflict Resolution Manager as well as external organisations. Our pastoral systems have ensured that we have supported many struggling young people to return to the classroom to actively learn. We work daily to support basic physical needs, emotional needs the mental health needs of our TSPA students, resulting in them improving their engagement within the classroom.

- Leigh-Anne Hussain, Senior Head of Year, Pastoral Care

I've been fortunate to develop throughout my career at the Stockwood Park Academy. Since joining as an NQT History teacher, I have led teams as Head of History, Head of Humanities and been a member of our internal Teaching & Learning Team. Most recently, I have had the honour of being responsible for the development of teaching across the academy as Assistant Principal. We strive for every lesson to make a difference and recognise the importance of keeping abreast with the latest educational research and evidence to inform our teaching. We have worked hard to develop a common language across the school when discussing teaching and learning and believe that the teacher is the expert in the classroom so we put our faith in our colleagues to deliver in ways that will benefit our students the most. We support colleagues with a range of high quality internal and external professional development opportunities whilst seeking the best ways to further improve what we do best; teaching students so they can master the subject knowledge and skills that we care so passionately about.

- Joel Toomer, Assistant Principal



Job Description

Job Title **Senior EAL Learning Support Assistant**

Line Manager EAL Co-ordinator

Salary NJC L5:15-20 £23,541-£25,991 FTE dependent on experience actual pro-rata salary £20,281-£22,391

Job Role Permanent, Full-time Term-time 5 INSET days plus 2 weeks

Purpose of Post

To ensure that all children realise their individual potential in all areas of academy life. Under the direction of EAL and Pastoral team leaders, to target and support identified students to help them overcome barriers to learning both within and outside of the Academy.

Our Learning Support Assistants are required to support the values and ethos the school and school priorities as defined in the Academy Improvement Plan and contribute to the development of purposeful working atmosphere. They are required to support and follow all relevant school policies including those for behaviour management and child protection. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurized environment. They are involved with the invigilation of tests and examinations and undertake duties similar to other tasks as directed. They contribute to the order and cleanliness of the classroom environment.

Principal Responsibilities

Providing/coordinating language support specific to the needs of the secondary curriculum at Key Stage 3 and 4, especially in English, Science, Mathematics, ICT and options for EAL students at Key Stage 4.

Teaching support in mainstream classrooms and teaching withdrawal groups, where appropriate.

Working with admissions of new and recent arrivals to the country. Assessing the needs of newly arrived students and liaising with the relevant members of staff regarding the placement of students in appropriate tutor groups and sets.

Developing short-term induction programmes to suit individual student's needs

Work with EAL Buddies and promoting awareness of EAL throughout the academy Including visual displays.

Building up collections of teaching resources and disseminating them to staff appropriately.

Assessment of target students in order to monitor progress.

Responsibility for identifying and meeting the language needs of EAL learners.

Working with the pastoral teams, meeting with parents and maintaining links between home and school.

Encouraging links with local secondary school EAL Coordinators, community groups, arranging for translators and interpreters and liaising with local authority departments.

Attending school meetings as appropriate and promoting issues relevant to EAL students through school development groups.

Working with the EAL Department Improvement Plan, evaluating and reviewing targets, maintaining suitable record keeping and monitoring systems, updating assessment documents, in order to report to relevant parties as appropriate.

Supporting with home language examinations in community languages for KS4 and KS5. Liaising with key internal and external colleagues.



- Under the direction of the class teacher, follow agreed lesson plans, support the teaching and learning of individuals or groups of students, using support strategies appropriate to the needs of students, providing feedback and liaising over problems. Contribute to the intellectual and social development of students and work with individual small groups of children to support the achievement of literacy and numeracy targets and in other specific curriculum areas, as directed. Support the use of ICT in learning activities and develop students' competence and independence in its use. Help students to access learning activities through specialist support. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
- Contribute to the planning of teaching and learning for the whole class and/or individual students on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting to support students that you are working with.
- To act as a Keyworker to individual students by creating a Pupil Profile sheet (PPS) which provides support strategies to staff enabling the student to make progress. This is to be reviewed 3 times per year.
- Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets (and PPS's where relevant) keeping detailed records of individual's progress.
- Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
- Under the direction of the SENCO/AST SENCO develop and maintain supportive relationships with parents, carers and others of the student's community. Provide regular feedback to students and their parents/carers in relation to progress and achievement. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, and education welfare officers, to meet the personal and educational needs of individual students.
- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
- Support students with consistency whilst recognizing and responding to their individual needs. Encourage and promote students to interact and work cooperatively with others. Promote independence and employ strategies to recognise and reward self-reliance.
- Attend regular faculty meetings as required.

The above lists are by no means exhaustive; it is more of a guide of expected duties. The post holder may, therefore be directed by the SENCO to undertake any other duties commensurate with this role



PERSON SPECIFICATION

Candidates will be assessed on the following:

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the criteria.		
Attributes	Essential	Desirable
Experience	Some experience in the care and/or education of students. Some experience of planning, monitoring and assessment of pupils' work. Some experience of working in an educational setting. Some understanding of what the needs are of these students	Some experience of working with people with a range of special needs.
Skills & Abilities	Able to contribute constructively to and work effectively as a member of a team. Able to develop positive relationships with students/teachers and parents/carers. Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives. Able to communicate effectively at a range of levels, e.g. with student, parents, other professionals, etc. Able to contribute to the support of student in all areas of personal and educational development. Able to teach a lesson if required. Able to keep accurate records. Able to support learning in numeracy at relevant Key Stage. Able to support learning in literacy at relevant Key Stage.	Basic information technology skills, e.g. word-processing, databases, spreadsheets. Have some skills in how to deal with students where their behaviour at times is inappropriate within a classroom. Being able to support students who have physical needs.
Equality Issues	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes. Have sympathy and commitment to the recognition of the EAL students and their individual needs.	
Specialist Knowledge	Bilingual colleague with the ability to speak more than one language (Romanian, Urdu, Pashto, Farsi, Arabic) who has a good understanding of the issues EAL students face when grappling with language acquisition	Some knowledge of how pupils learn. Some knowledge of curriculum requirements. NVQ level 2 in Learning support or equivalent



Education and Training	Able to commit to relevant job training. Willing to undertake First Aid training and to apply this in the school.	
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The School 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'.

PERSON SPECIFICATION

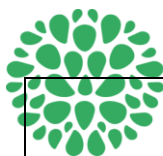
Candidates will be assessed on the following:

The successful candidate will be an experienced professional who is energetic, innovative and influential, reliable and committed whose leadership style recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements. **Please make sure, when completing your application, you give clear examples on how you meet the essentials and desirables;**

1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Attributes	Essential	
Experience	In-depth experience of planning, monitoring and assessment of pupils' progress in an education setting. Demonstrable experience of working with people with a range of special needs.	
Skills/Abilities	Able to lead and manage a team of teaching assistants. Able to train, develop, inform and motivate others. Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework. Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.. Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions. Able to support learning in numeracy at relevant Key Stage. Able to support learning in literacy at relevant Key Stage.	



	Able to use information technology skills for word processing, databases and spreadsheets.	
Equality Issues	<p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes.</p> <p>Have sympathy and commitment to the recognition of the EAL students and their individual needs.</p>	
Specialist Knowledge	<p>In-depth knowledge of how pupils learn.</p> <p>Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management</p>	
Education and Training	<p>Able to commitment to continuous professional development.</p> <p>NVQ in childcare Level 4, STAC, STA, Part-Qualified teacher or relevant qualification.</p> <p>Degree – EAL/ESOL qualifications</p>	

Bilingual colleague who has a good understanding of the issues EAL students face when grappling with language acquisition

Ability to teach small group instruction, create relevant EAL resources and undertake testing of students.

Enthusiastic, self-starter, ability to work and liaise with a variety of departments and colleagues