



**Special Needs Learning
Support Assistant
CANDIDATE PACK
RUSHTON PRIMARY
SCHOOL**

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ABOUT US

Thank you for your interest in Rushton Primary School. As a Pathfinder School, we believe that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us. We strive to be an inspirational school, instilling independence, humanity and collaboration in every learner, enabling them to find the greatness within themselves.

We employ just under 20 staff including Teachers, Leaders and Support Staff who enable our 100 pupils and families to thrive.

We base our teaching on providing children with a growth mind-set. We encourage independence and ensure our children feel good about themselves and acquire a positive self-image. The children helped to create our school motto which all the children and staff strive to follow: 'Reach for the Stars'.

We encourage our children to be the best version of themselves through their everyday actions. At Rushton, we have singled out five actions that we believe are central to helping children achieve greatness.



Be inspired

We challenge our children to learn from people who are truly inspirational; people who have overcome great adversity and broken down barriers; people who have saved lives; people who have lead the way

Be creative

We encourage our children to think creatively by finding ways to solve problems and to take risks in their learning.

Be curious

Throughout the school, we provide experiences and resources that foster curiosity in the pupils so that they can be active, independent learner

Be responsible

We ask our children to take an active role in respecting the environment so that they can enjoy it in the future.

Be healthy

We guide our children to make healthy lifestyle choices so that they can be healthy in body and mind, now and in the future.



CAREER DEVELOPMENT



We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

WHAT OUR STAFF APPRECIATE MOST



In our 2022 staff survey 94% of staff said they were comfortable to ask colleagues for help

Everybody is valued and listened to

Collaboration within the trust

In our 2022 staff survey 94% of staff felt fully part of the Rushton team-20% higher than the national primary benchmark!

Trust and teamwork

The family like culture of staff and students


Supportive network and the behaviour of the children

Wellbeing is obviously a priority for the Trust

In our 2022 staff survey-88% of staff stated it was easy or very easy to get support with their wellbeing-41% higher than the national primary benchmark

Lovely friendly environment

THINGS OUR PUPILS WANT YOU TO KNOW...

A group of children are sitting on the grass under a blue patterned tent. The children are of various ages and are looking towards the camera. The tent is made of blue fabric with a white pattern and is supported by wooden poles. The background shows green trees and a yellow tent.

We have clean tidy spaces to learn in

Lots of attention is given to helping us learn in fun ways

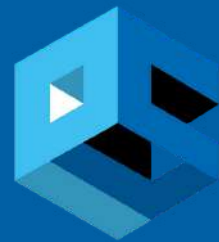
Our school is like a big family

Teachers always help you

The school provides you with lots of opportunities

Respect teachers and they respect you

Being part of Pathfinder Schools

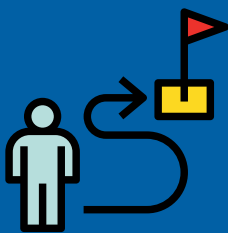


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

One Trust, transforming lives and communities, inspiring greatness

Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

Our vision



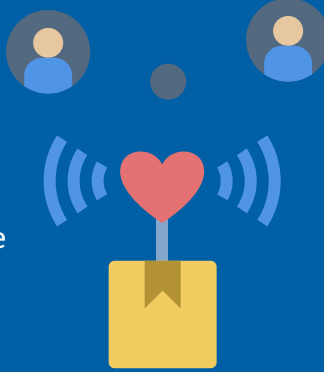
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

Our Values

Aspiration



We aim high

Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

Responsibility



We play our part

We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

Special Needs Learning Support Assistant



Advert

Contract type

- Fixed Term - Linked to the life of a child in school and the duration of funding.
- Expected to end 31/08/2025
- 31.25 hours per week
- 38 weeks per year

Salary

- Grade D Points 3 - 4
- £22,737 - £23,114 per annum pro rata

Start date

- September 2024

Interviews

- To be confirmed

How to apply

To apply, please complete a Pathfinder Schools application form, which can be downloaded from the vacancies page of the Trust website:

<https://pathfinderschools.org.uk/join-us/vacancies>

Completed application forms should be accompanied by a letter of application and should be sent to:

recruitment@pfschools.org.uk

We are looking for a Learning Support Assistant to support the learning of a child with additional needs along with lunchtime duties.

Our children are well behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

You will support us in maintaining our healthy, safe and caring environment where our pupils are empowered to broaden their horizons, develop a love of learning and open their minds to new opportunities.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records

In return, we offer:

- Well motivated children and supportive families
- A positive, friendly and dedicated staff team
- A Leadership team who encourage work/life balance
- Opportunities to collaborate with colleagues across our Multi Academy Trust Pathfinder Schools

Rushton Primary School (OFSTED Good, May 2024) is part of the Pathfinder Schools Academy Trust. We are a small village school with the determination and capacity to make a difference to children's education and lives.

The Governing Body of the Rushton Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, medical and enhanced DBS checks. All shortlisted candidates will now be required to complete a staff disqualification declaration as part of our safeguarding checks.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Rushton's Safeguarding Policies and Procedures are available on their website, which can be accessed at the following web address :

https://www.rushton.school/files/ugd/3772f3_0817d51d4a804596a6cc623483d954ec.pdf

Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders <https://pathfinderschools.org.uk/join-us/vacancies>

Online searches

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Description



Special Needs Learning Support Assistant

Responsible to:

- Headteacher

Purpose of the role:

- To work under the direct instruction and guidance of teaching/senior staff to undertake work/care/support programmes; to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

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Principal responsibilities:

- Jobs comprise a sequence of tasks that form standardised work routines.
- May provide informal assistance to less experienced colleagues.
- Work under direct instruction/guidance from teaching staff, enabling access to learning for pupils including those with special educational needs.
- Post requires courtesy and effectiveness in dealing with other people.
- Able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher.
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

Working Environment:

- Assist with the planning, development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times; to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Where applicable to the needs of the children carry out medical procedures in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies; deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.
- Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To maintain an attractive, stimulating and well organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To contribute to the design and provision of an engaging curriculum as and when requested by subject leaders/senior managers.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To keep informed of changes in education nationally, as they impact upon the phase of education in which the teacher works, including changes to assessment and curriculum arrangements and support senior managers in their implementation. (text in blue for UPR teachers only) .
- To take supervise and lead acts of worship in accordance with the Church of England (if applicable).
- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To take a leading role for improving, monitoring and evaluating a curriculum area across the school, presenting, supporting and reporting to SLT/Governors as appropriate.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.

Supporting pupils in the learning environment:

- Supervise and support pupils in the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence under the direction/guidance of class teacher.
- Establish constructive relationships with pupils and interact with them according to individual needs.

Providing clerical and other support to services:

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Administer routine tests and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

Preparing and maintaining the classroom environment and resources:

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Prepare, maintain and use equipment and resources required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.

Developing the team:

- Participate in meetings, training/development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

Building professional relationships:

- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

Dealing with Behaviour Issues:

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy. □
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures

Monitoring levels and ordering of resources:

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum. □
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Reviewing pupils performance:

- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

Physical Effort and/or strain:

- Physical effort and/or strain may regularly be part of the normal working pattern when helping to move identified pupils, using mobility equipment such as wheelchairs and/or hoists.

Working Environments:

- Job holders may frequently attend to personal, hygiene and medical care needs throughout the normal working pattern and may therefore be exposed to unpleasant/hazardous substances. Health and Safety guidelines should be followed at all times.
- Any other duty required by the Headteacher or a member of the wider Leadership Team, as may be reasonably required, commensurate with the level of post. □
- Performance Management will take place on an annual cycle, with a member of the wider Leadership Team taking the role of appraiser.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Special Needs Learning Support Assistant

Person Specification



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • NVQ level 2 or equivalent in relevant subject or significant experience of working with or caring for children of relevant age <p>and</p> <ul style="list-style-type: none"> • at least a pass in English and Maths at GCSE or equivalent 	<ul style="list-style-type: none"> • GCSE grade C or higher in English, Maths and Science • Further CPD training undertaken. • NVQ level 3 or equivalent in relevant subject • Commitment to professional development to improve English and Maths skills.
Experience and Knowledge	<ul style="list-style-type: none"> • Knowledge of National Curriculum • Knowledge of Special Educational Needs • Able to use Microsoft Office efficiently • Appropriate level of data protection, security and confidentiality awareness • Willingness to participate in CPD • Recent experience of working with children 	<ul style="list-style-type: none"> • Recent experience of working in a school setting • Working knowledge of national curriculum/EYFS curriculum and other relevant learning programmes • Experience of CPD • Experience and knowledge of SEN code of practice • Experience of running intervention programmes • Following guidance from IEPs
Safeguarding	<ul style="list-style-type: none"> • A commitment to safeguarding children and report concerns. • Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed. • Able to form and maintain appropriate professional relationships and boundaries with children and young people. • Ability to deal with sensitive information in a confidential manner. 	<ul style="list-style-type: none"> • Recent evidence of Safeguarding training and working knowledge of school child protection practices. • Recent first aid training

Special Needs Learning Support Assistant Person Specification



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Attribute and Skills	<ul style="list-style-type: none"> • Ability to work constructively as part of a team • Effective oral and written communication skills • Ability to manage difficult behaviour in a calm and patient manner • Ability to use own initiative but also follow direction • Good organisation and time management skills. • Confident with the use of IT equipment to support learning. • Able to act as good role model to children. • Ability to communicate effectively with parents 	<ul style="list-style-type: none"> • Able to run small groups independently
Equal Opportunities	<ul style="list-style-type: none"> • Ability to demonstrate awareness/understanding of Equal opportunities. • Able to support and understand the needs of SEND pupils 	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

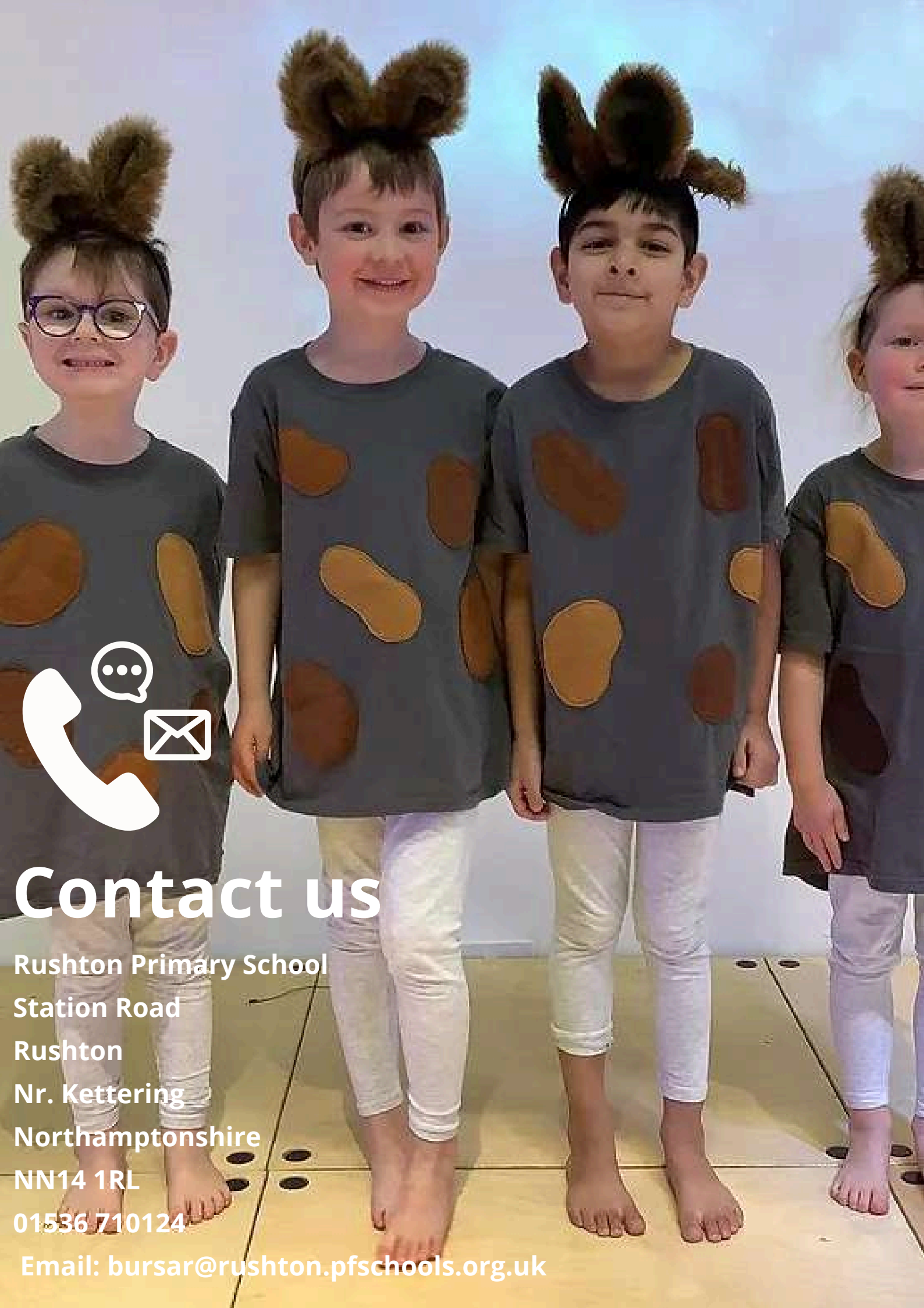
The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

- 1. Equal Opportunities
- 2. Health and Safety
- 3. General Data Protection Regulations (2018)
- Data Protection Act (2018)
- 4. Safeguarding children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

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Contact us

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