

**Learning Support Assistant - Reception**

**Application Pack**

**Letter from Catherine Paine, Chief Executive**

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.

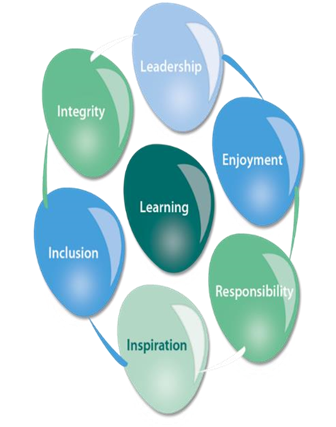
Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own 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.

**Catherine Paine**

**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](http://www.reach2.org)

# The Application

You are invited to submit an application form to Robert Wright, Business Manager atrecruitment@stmargarets-academy.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](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

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

## The application process and timetable

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| --- | --- |
| **Application deadline:** | 2nd September 2022 at 10.00am |
| **Interviews:** | w/c 5th September 2022 |
| **Contract details:** | Permanent Contract |
| **Salary:** | NJC Points 4 to 6 |
| **Hours:** | 32.5 Hours per week – 39 weeks per year |
| **Start date:** | asap |

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](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).



**The Limes Primary Academy**

**Job Description**

**Post:** LSA - Reception

**Responsible to:** The Headteacher

**Salary:** NJC points 4 - 6 (Depending on experience)

To work under the instruction/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. Staff may also supervise whole classes on planned occasions or during the short-term absence of teachers

**SUPPORT FOR PUPILS**

* Develop a positive and supportive relationship with pupils, acting as a role model and setting high expectations.
* Use specialist (curricular/learning) skills/training/experience to support pupils
* Be aware of the differing needs of pupils
* Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
* Set challenging and demanding expectations and promote self-esteem and

independence.

* Provide feedback to pupils in relation to progress and achievement.

**SUPPORT FOR THE TEACHER**

* Have a working knowledge and experience of the National Curriculum.
* Use strategies, in liaison with the teacher, to support pupils to achieve progress targets.
* Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
* Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement and against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
* Undertake marking of pupils’ work and accurately record achievement/progress
* Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
* Support and lead the whole class or groups within the class – e.g. phonics, circle times and focussed activity learning.
* Provide clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities, etc

**SUPPORT FOR THE CURRICULUM**

* Undertake structured and agreed learning activities/teaching programmes, adjusting

activities according to pupil responses.

* Undertake programmes of intervention, recording achievement and progress and

feeding back to the teacher.

* Respond to pupils work in line with the School Policy for assessment marking and feedback
* Implement local and national learning strategies, e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
* Support the use of ICT in learning activities and develop pupils’ competence and

independence in its use.

* Assist in the display and presentation of learning cues and pupils work inside and

outside of the classroom environment as required.

* Determine the need for, prepare and maintain general and specialist equipment and resources.

**SUPPORT FOR THE SCHOOL**

* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality (see below) and data protection, reporting all concerns to an appropriate person
* Be aware that you are required to maintain confidentiality both during and after your employment with the school and should not under any circumstances disclose confidential information to any unauthorised third party
* Undertake training and CPD as required.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/works/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Attend and participate in relevant meetings as required.
* Assist with the supervision of pupils out of lesson times, including before and after school (as required) and at lunch time.
* Recognise own strengths and areas of expertise and use these to advise and support others, acting as a role model of good practice for them
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
* Supervise pupils on visits, trips and out of school activities as required
* Be a role model for pupils and colleagues in terms of behaviour and attitude.
* Be punctual and professional at all times.

**Additional Information**

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This position is subject to an An enhanced DBS disclosure, or an enhanced DBS disclosure with Children’s Barred List Check, will be requested where required and satisfactory written references.

The duties outlined in the Job Description 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.

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Essential | Desirable |
| **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 working with children with SEND/EAL needs | ✓  ✓ | ✓ |
| **Qualifications & Training** | * Very good Numeracy and Literacy skills - at least GCSE C grade or equivalent | ✓ |  |
|  | * NVQ3 or equivalent qualification * First Aid Qualification * Previous Child Protection/safeguarding training | ✓  ✓ | ✓ |
| **Knowledge & Skills** | * Knowledge of 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 | ✓  ✓  ✓ |  |