



Green Park Village Primary Academy

Recruitment Information Pack
Learning Support Assistant

Recruitment October 2022



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REAch2 Application Form

Green Park Village Primary Academy

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Introduction and Safer Recruitment

Green Park Village Primary Academy (GPVPA) is a brand new school, situated in the new Green Park Village development. It will be REAch2's 60th primary school.

Green Park Village Primary Academy is part of REAch2's Cluster 9 (Reading) and becomes the fourth school in the cluster, joining Civitas Academy (another new academy), The Palmer Academy and Ranikhet Academy.

We are looking to appoint two Learning Support Assistants to support all of our learners, including child(ren) with complex needs.

The opening of Green Park Village Primary Academy was an exciting event for the community and the school team involved and we are looking to recruit a Learning Support Assistant, with values and attitudes, which align with the REAch2 Touchstones:



Green Park Village Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.

An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Satisfactory written references will be sought post shortlisting and ahead of a selection process.



Enabling Excellence for Exceptional Futures

Context

Green Park Village Primary Academy is a brand new school in Reading, a highly populated, expanding and culturally diverse town in Berkshire. The academy has been built to serve a brand new community within a new and expanding housing development situated within the business hub of Reading. The academy is also local to other housing developments, built without a school. Green Park will have its own railway station, linking to Reading and then into London via mainline and TfL train lines and this is within five minutes' walk of the school.

Green Park Village Primary Academy will grow to be a two-form entry primary school with a 26 (FTE) place Nursery attached. The school opened in September 2020 residing in its permanent stunning building from the start. We currently have a Reception and a Year one cohort of children and will grow year on year to a capacity of 420 learners with 26 (FTE) nursery places.

Our Literacies for Life:

Green Park Village Primary Academy will have an explicit focus on 'Literacies for Life'. All of the five Literacies relate explicitly to communication. Communication is central to learning and all interactions at Green Park Village Primary Academy. The Literacies will be golden threads woven throughout our curriculum and all learning and experiences in our school.

Our Literacies for Life are:

- 1/ Literacy- vocabulary, oracy, reading and writing;
- 2/ Emotional Literacy;
- 3/ Social Literacy;
- 4/ Digital Literacy;
- 5/ Cultural Literacy.

Vision and Aim

Our Vision and Aims

'Enabling Excellence for Exceptional Futures'

We aim for learners to be exceptional as people and learners, ready for the next stage of their futures:

-  Successful learners who enjoy learning, make progress and achieve;
-  Confident individuals who are able to live safe, healthy and fulfilling lives;
-  Responsible citizens who make a positive contribution to society.

We will work together towards being an exceptional school:

- Where all children consistently achieve of their best- no limiting factors;
- Where all children develop high self esteem and self confidence, being able to make informed choices and to have high aspirations for their futures;
- That reaches out to further support the needs of our evolving community.

Values

Linking in to our vision, our school's values will lie around the theme of 'GRIT'- aiming to be exceptional through passion and perseverance to long-term goals. This is the aim of the school team working together for our children and will be our aims for our children- to be exceptional as people and in their lives.

At Green Park Village Primary Academy our GRIT core values, which will become the attitude of our school community are:

Giving and gratitude
Resilience and readiness
Integrity and inspiration
Trust and teamwork

About REAch2

Letter from Cathie Paine, 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 has academies based all across England and includes schools at various 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.

Cathie Paine

Chief Executive, REAch2 Academy Trust

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Regions and Clusters

Green Park Village Primary Academy is REAch2's 60th school, which are placed in ten Clusters in two regions. Green Park Village Primary Academy is in the South region and is in Cluster 9.

Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

The Green Park Village Primary Academy Team
Autumn 2022 v12.10.22

Role	Status	More details
Head Teacher	Appointed	
School Business Manager	Appointed	
Administrator/Receptionist	Appointed	
Phase Lead and Teacher	Appointed	
Teacher and SENDCo	Appointed	
Teacher	Appointed	
Teacher	Appointed	
Teacher	To be appointed	
Learning Support Assistant	Appointed	
Learning Support Assistant	To be appointed	
Higher Level Teaching Assistant	Appointed	
Higher Level Teaching Assistant	Appointed	
Site Manager	To be appointed- selection process on application	Full time and permanent contract Hours/ working pattern to be confirmed with successful candidate
Operations Support Assistant	Appointed	
Operations Support Assistant	Appointed	

The Role

Post: Learning Support Assistant

School / Location: Green Park Village Primary Academy

Start Date: September 2022

Salary: NJC SPC 3 – 6 £18,562 - £19,698 (pro rota)

Closing Date: Applications will be considered on receipt

Interviews: On application and shortlisting

Are you:

- An excellent classroom practitioner excited to work in a brand new, state of the art school?
- Passionate about creativity, fun and learning through play?
- Warm in character and fully committed to team work, recognising that more can be achieved together than is possible as individuals?
- Determined to succeed and be relentless in the pursuit of excellence for our children?
- Willing to support the personalisation of learning for all children?
- Flexible to work across the school, supporting a range of learning and development needs – this will include working with children with complex needs

If so, you'll love to be part of our team developing Green Park Village Primary Academy to be a school at the heart of its community.

At Green Park Village Primary Academy we are looking for excellent practitioners to join our learning and teaching team, supporting all learners in our school.

All of our Learning Support Team support all children and this may include current or new arrival children with complex needs.

We are looking for team members who are genuinely up for a challenge and who want to get involved with all aspects of our academy life. This is the chance to be part of something exciting and fulfilling and we are looking for team members who share the dream and pro-actively demonstrate the values and attitudes to make Green Park Village Primary Academy a truly special experience for our children and families.

We can offer you:

- A firm commitment to you and your professional development;
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors;
- A growing learning community;
- Encouragement to develop new ideas and the opportunity to make a real difference;
- Coaching and mentoring from experienced leaders;
- Fantastic trust-wide CPD opportunities;
- Opportunities to further develop your career within our Multi Academy Trust, REAch2, the largest primary-only academy trust in the country;
- The unique opportunity to help develop and shape a brand-new school, including an innovative approach to curriculum provision;
- A stunning school environment, with state-of-the-art facilities.

There is no doubt about it, setting up the academy from new takes vision, dedication and hard work. Being part of that exciting and rare journey will be very rewarding in seeing the academy take shape over the next few years and being part of that vision and growth from the start.

An informal discussion with the Head Teacher, Gemma Jackson, is essential. This is an excellent opportunity to find out more about Green Park Village Primary Academy's vision, values and provision for our children and community.

Contact details are:

Email: office@greenparkvillageacademy.org

Phone: 0118 467 6222

How to apply:

Completed applications should be returned by email to:

office@greenparkvillageacademy.org

Closing Date: Applications will be considered on receipt

Application Pack:

- REAch2 application form - attached
- Job Description - follows
- Person Specification - follows
- Equal Opportunities Monitoring Form –see below

Please note that CVs will not be accepted

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment..

This post is subject to an enhanced DBS check and receipt of satisfactory references.

Link to online Equalities and Diversity Monitoring Form

https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMIJXTkhNVIEOSlhKV0FWTEk2Wkw1TTUwRS4u

Job Description

Green Park Village Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

Job title	Learning Support Assistant
Salary Scale	NJC
Responsible to	Class Teacher/ Phase Lead/ Head Teacher
Purpose of Job	
<p>-A Learning Support Assistant is a member of a team of practitioners responsible for the education and care of the children in the school.</p> <p>-A Learning Support Assistant will advance pupil learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEND; enable access to learning for students and assist the teacher in the behaviour management of learners in the classroom and in transitions around the school.</p>	
Context of Role	
<ul style="list-style-type: none"> • A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school • A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching • The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise. • All Learning Support Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children. 	
Support for learners	
<ul style="list-style-type: none"> • establish productive working relationships with learners, acting as a role model and setting high expectations • promote the inclusion and acceptance of all learners • encourage learners to interact with others and engage in activities led by the teacher • set challenging and demanding expectations and promote self-esteem and independence • provide feedback to learners in relation to progress and achievement under guidance of the teacher • assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required • supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities • be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required • promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality • supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity • where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy 	

Support for the Class Teacher(s)

- assist the teacher in determining the most effective and safe layout of the learning environment for the age range, and any special needs of the students
- use strategies, in liaison with the teacher, to support students to achieve learning goals
- provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- promote positive values, attitudes and good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour
- show effective behaviour management, ensuring a purposeful, orderly and supportive environment
- report uncharacteristic behaviour patterns in individual learners and incidents of inappropriate behaviour to the teacher
- provide general clerical/admin support, for example, administer work, produce worksheets for agreed activities, photocopying, filing and inputting data
- assist with the planning of learning activities
- prepare materials of the quality and quantity specified by the teacher
- help learners to select equipment and materials relevant to their learning tasks and to use these safely and correctly

Support for the curriculum

- follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs
- obtain accurate and up-to-date information on learners' current literacy and numeracy skills
- agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies
- promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved
- use appropriate strategies for introducing learners to key words to help them access the curriculum
- respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide relevant information to the class teacher about students' learning achievements on a daily basis
- provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating learners to learn

Support for the school

- be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- contribute to the overall ethos/work/aims of the school
- be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- participate in training, staff meetings, other learning activities and performance development when required
- assist with the supervision of students out of lesson times, including before and after school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- establish positive/effective relationships with all stakeholders, including parents and governors

- accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- comply with Health and Safety regulations
- give clear, accurate and complete information to staff as needed for them to work effectively
- provide information to assist other professionals in their role in accordance with school policies and procedures
- show a high level of professionalism at all times in accordance with school policies and procedures
- be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents to the class teacher
- take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
- undertake play and lunch time supervision as directed by senior staff
- be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- show a commitment to work outside directed time when required.
- contribute to and provide evidence for the school Self-Evaluation Summary.
- contribute to activities which are required to support the School Development Plan.

ADDITIONAL REQUIREMENTS

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description.

The duties outlined in the Job Description may be varied to meet the changing demands of the school at the reasonable direction of the Head Teacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above

Person Specification

Skills and Abilities	Essential	Desirable	Indicate if assessed at application or interview stage
Effective communication skills with a range of audiences, both written and oral	✓		Application & interview
Excellent numeracy/literacy skills	✓		Application & interview
Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture		✓	Interview
Display commitment to the protection and safeguarding of children and young people	✓		Interview
Demonstrate a positive attitude to learning and a commitment to professional development	✓		Interview
Ability to teach a structured activity to a group of learners	✓		Application & interview
Excellent interpersonal skills	✓		Interview
Work constructively as part of a team, making important contributions	✓		Application
Knowledge and understanding			
Effective knowledge/use of ICT to support own professional activities and to advance student learning	✓		Interview
Prior knowledge, and ability to demonstrate an understanding, of child development and learning	✓		Application & interview
Knowledge of Health and Safety in a school environment		✓	Interview
Strategies suitable for effectively supporting learners' learning		✓	Interview
Understanding of the need for confidentiality in relation to students' personal and protected information		✓	Interview
Knowledge of the Primary Curriculum		✓	Application & Interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding and protection of, children and young people		✓	Application & Interview
Qualifications and Experience			
Minimum N/SVQ Level 2 in Teaching/Classroom Assistance		✓	Application & Interview
English & Maths GCSE at grade C or above	✓		Application & Interview
Relevant medical qualifications/training, such as First Aid training or Paediatric training		✓	Application & Interview
Experience or interest in working with children in a school based environment		✓	Application & Interview
Experience or commitment to providing breakfast and after school club provision	✓		Application & Interview
Experience or commitment to providing PPA cover	✓		Application & Interview