

**Learning Support Assistant Application Pack**



Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc118904624)

[Our Cornerstones and Touchstones 4](#_Toc118904625)

[The application 6](#_Toc118904626)

[Safeguarding, Safer Recruitment and Data Protection 7](#_Toc118904627)

[Job Description 8](#_Toc118904628)

[Person Specification 11](#_Toc118904629)

**Letter from Catherine Paine, Chief Executive Officer**

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**

**CEO**

# 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 the Executive Headteacher, Mr Simon Wood, at frobisher.admin@smfa.org.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](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.

To arrange an informal discussion please contact the School Office on 01255 427073.

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 those who work in an academy 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 our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience 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 six months after the decision has been communicated, 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 information 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).

# Job Description



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| **Pay Scale/Grade:** | Essex LGS Point 3 (£18,887 FTE) to Point 5 (£19,650 FTE) pro rata |
| **Hours:** | 8.35am – 3.20pm Monday – Thursday, 8.20 am – 3.20 pm Friday  31.5 hours per week, term time only, including 5 inset days |
| **Reports to:** | SENCo, Teaching Staff |
| **Responsible for:** | Supporting teaching and learning, Leading intervention groups |
| **Liaison with:** | Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Children, Parents/Carers |

**Sir Martin Frobisher Academy is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Purpose:**

1. To undertake work/care/support programmes to enable access to learning for children and to assist the teacher in the management of children and the classroom.
2. To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all children
3. Work may be carried out in the classrooms or outside the main teaching area.
4. To maintain the safety, welfare and good conduct of pupils during the midday break.
5. To assist with clearing tables and midday area in preparation for afternoon activities.

**Major Tasks, Duties and Responsibilities**

**Support for children:**

1. To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported;

2. To supervise and provide particular support for children, ensuring their safety and access to learning activities;

3. Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example: clarifying and explaining instructions; ensuring the child is able to use equipment and materials provided; assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation; helping children to concentrate on and finish work set; meeting physical needs as required whilst encouraging independence; assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes; developing appropriate resources to support the children; providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.

4. To establish a constructive relationship with the children and interact with them according to individual needs;

5. To promote the inclusion and acceptance of all children;

6. To set challenging and demanding expectations and promote self-esteem and independence;

7. To provide the necessary pastoral care to enable children to feel secure and happy;

8. To provide feedback to children in relation to progress and achievement under the guidance of the teacher;

9. To assist children when eating their meal;

10. To clear tables when meals are finished and clear any associate spillages;

11. To ensure safety, welfare and good conduct of pupils during their midday break;

12. Use a range of communication methods to understand and communicate with the child such as signing, picture exchange communication in order to get needs met and understanding behaviours.

**Support for teachers:**

13. Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for children;

14. Monitor children’s responses to learning activities and accurately record achievement as directed;

15. Provide detailed and regular feedback about the children to the teacher;

16. Contribute to the maintenance of children’s progress records;

17. Participate in the evaluation of the support programme and contribute to the one planning process;

18. Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;

19. Establish constructive relationships with parents/carers;

20. Administer routine tests and undertake routine marking of children’s work;

21. Support class teachers in photocopying and other tasks in order to support teaching.

**Support for the Curriculum:**

22. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children responses;

23. Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;

24. Support the use of ICT in learning activities and develop childrens’ competence and independence in its use;

25. Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

**Support for the school:**

26. Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;

27. Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop;

28. Contribute to the overall ethos/work/aims of the school and be a good role model for the school at all times;

29. Appreciate and support the roles of other professionals;

30. Attend and participate in relevant meetings as required;

31. Where appropriate develop a relationship to foster links between home and school;

32. Liaise, advise and consult with other members of the team supporting the children as appropriate;

33. Contribute to reviews of children’s progress as appropriate,

34. Set a good example in terms of dress, punctuality and attendance;

35. Prepare and present displays of children’s work as required;

36. Undertake other duties from time to time as required by the headteacher.

**OTHER REQUIREMENTS:**

* To attend and participate in staff meetings as required
* To participate in training and performance management as required.
* To have an up – to – date DBS

**These duties 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. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

Logo

Description automatically generated

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| **Liaison with:** | Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Children, Parents/Carers |

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter, application form and person specification form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

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| Qualifications: | * NVQ Level 3 qualification (or equivalent) **DESIRABLE** * Good numeracy and literacy skills |
| Experience | * Experience of working with children of relevant age, including children with SEND |
| Knowledge/Skills | * Ability to use ICT effectively to support learning * Ability to use other equipment technology, e.g. iPad, photocopier * An understanding of relevant policies/codes of practice and awareness of relevant legislation * A general understanding of national/EYFS curriculum and other relevant learning programmes/strategies (engagement model and personalised planning) * A basic understanding of principles of child development and learning processes * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities |
| SMFA Ethos | * Capacity to work well with children across all age groups * Fully supportive of the aims & ethos of the Academy * Ability to ensure that the atmosphere is welcoming * Ability to support the vision for a high quality learning environment which promotes spiritual, moral, social and cultural development |
| Personal Attributes | * Energy and enthusiasm * Reliability and integrity * Sense of humour * A commitment to the ethos of the school * Commitment to your continuing professional development * Vision and creativity * Adaptability to changing circumstances & ideas. * Reflective |
| Safeguarding | * Commitment to the safeguarding and protection of children and to the personal development of our children * Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety |

***Note to applicants:***

***Sir Martin Frobisher Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***