



Learning Support Assistant (LSA)

Application Pack



Enquiring minds for inspiring futures



Contents

Letter from Cathie Paine, Chief Executive, REAch2 Academy Trust	3
Letter from Aaron Wanford, Exeuctive Headteacher, The Palmer Academy.....	4
Our Cornerstones and Touchstones	5
The role	6
The application.....	7
Safeguarding, Safer Recruitment and Data Protection.....	8
Job Description.....	9
Person Specification.....	14

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 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.

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.

Catherine Paine

Chief Executive, REAch2 Academy Trust



Letter from Aaron Wanford, Executive Headteacher

Dear Candidate,

I am delighted that you have expressed interest in the post of Learning Support Assistant (LSA) at our new academy.

Overview

Do you enjoy working with children? Do you have the skills to support their learning and development? Have you got a 'can-do' approach and outlook? The Palmer Primary Academy, we are looking for Learning Support Assistants (LSAs) who will work as part of our support staff team, across the school, to support children in their learning and development, including those children with Special Educational Needs and/or Disabilities, and for whom English may be an additional language. We are looking for someone who is up for getting stuck into all aspects of academy life!

About us

The Palmer Academy is a well-established, two-form entry school situated within the area of Whitley, within Reading, Berkshire. You can find out about the rich history of our school [here](#). The school was re-built in a new building in 2004, and has accommodation of two floors, including a hall, large and attractive grounds. The school currently has around 460 pupils, including a large nursery provision for children aged three and four years of age, before they enter Reception. The school is currently graded as 'good' by Ofsted in 2017, and is expecting its next inspection in the autumn term 2022.

To see more information about the school, please visit our website <https://www.thepalmeracademy.com/>.



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



The role

Learning Support Assistant at The Palmer Academy

About the role

As a member of the academy's support staff team you will be responsible for supporting the development of all children, including those with SEN/D and for whom English is an additional language, supporting their knowledge, understanding and skills across all areas of learning. This may be supporting children on a one-to-one basis who have an Education, Health, and Care Plan (EHCP) who require significant intervention, supporting small groups or delivering interventions and additional support to children as needed. This will be a flexible role which could be working with all children across the academy, from Early Years (aged 4) to Key Stage 2 (aged 11). The role also includes supervising children during break and lunchtimes, both inside and outdoors.

What we're looking for:

We welcome applications from candidates with experience from educational or other relevant childcare backgrounds. Ideally, the successful candidate will be expected to either hold, or be prepared to undertake if needed, a full and relevant Level 2 or Level 3 qualification in Childcare as required to work flexibly across the Early Years, although this is not a requirement of the role. We also welcome applications for graduates who are looking to gain experience before enrolling onto a teacher-training programme.

The successful candidate will have:

- The motivation and passion to achieve the very best for the children with additional needs in our care and be relentless in the pursuit of excellence
- A good understanding of the Early Years Foundation Stage and/or a good understanding of the Key Stage 1 and Key Stage 2 curriculum
- A good understanding of the range of additional needs that pupils can have and how best to support them
- The ability to work independently and with initiative, as well as part of a wider team
- A 'can-do' approach to all aspects of academy life
- A willingness to undertake professional development and grow their skills
- Excellent communication skills and a good sense of humour

In return we can offer:

- ✓ A 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.

The application

In applying for this post, you are required to submit:

- A completed REAch2 Academy Trust application form (found with this application pack) which refers to the Person Specification form (if external candidate); and/or
- A supporting letter of application; not to exceed two sides of A4

The person specification contains the criteria that the selection panel will use in the selection process. In addition, the panel will place considerable emphasis on your supporting letter, which should not exceed two sides of A4.

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](#) separately.

The Palmer Academy has a rigorous Safeguarding policy and is committed to the welfare of every child. Consequently, all short-listed candidates will be asked for two references before interview, and these could be followed up with a verbal discussion with your referee. If successful, your enhanced DBS check will be carried out irrespective of any previous checks and a Disqualification Declaration form will also be required. Candidates will be expected to self-disclose information to us should there be any current or historical convictions, hearings or allegations. If this is relevant to you then please write to the Headteacher prior to interview about this, marking the envelope private and confidential.

We hope you will take the time to find out more about our new academy and experience our warm welcome. For further information about the role, or to arrange an informal discussion or come and take a look around with a member of the leadership team, please contact Cathy McKenzie, Office Manager at admin@thepalmeracademy.com or telephone 01189 375481 in the first instance.

The application process and timetable

Application deadline:	Monday, 12 th December 12.00pm Please send completed applications and covering letters to: admin@thepalmeracademy.com
School visits:	Via pre-arranged negotiation
Interviews:	w/c 12 th & 19 th December 2022
Contract details:	Fixed term (2 years, with the opportunity to be made permanent subject to the needs of the school and its pupils)
Working hours	35 hours per week, 39 weeks per year (term time plus INSET days) 8.30am-4.00pm including 30 minutes unpaid lunchbreak each day

Salary:	Reading NJC Range 3 (SCP 5-11) Full-time equivalent pay £19,650 - £22,129 £15,899-£17,904 (actual pay, based on April 2021 pay points, including 5.6 weeks holiday pay)
Start date:	1 st January 2023 (or sooner by mutual agreement)

The candidates selected for formal interview will be informed after shortlisting and full details of the interview programme will be provided. Please note that we reserve the right to close applications sooner, if suitable candidates apply. Therefore, if you intend to apply, please do make contact with the school.

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](#).



Job Description

Post:	Learning Support Assistant (LSA)
Salary:	Reading NJC Range 3 (SCP 5-11)
Responsible to:	Assistant Headteacher or equivalent member of SLT

1 a) PURPOSE OF ROLE

- To work with teachers to support teaching and learning, for all pupils including those with SEN/D, by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan.
- To provide specialist assistance to pupils who need particular help to overcome barriers to learning, including as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

1 b) RESPONSIBILITIES

- Implement planned learning activities/teaching programmes, as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- Support the teacher in monitoring, assessing and recording pupil progress/activities
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate
- Understand and support independent learning and inclusion of all pupils as required
- Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEN/D
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional
- Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher
- Select and adapt appropriate resources/methods to facilitate agreed learning activities



- Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews
- Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.

Learning Support Assistants in this role may also undertake some or all of the following:

- Work with individual pupils with special educational needs and those for whom English is not their first language
- Support the work of volunteers and other teaching assistants in the classroom
- Support the use of ICT in the curriculum
- Invigilate exams and tests
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
- Support pupils in developing and implementing their own personal and social development
- Monitor and manage stock and supplies for the classroom.
- Be responsible for the preparation, maintenance and control of stocks of materials and resources
- Provide short term cover supervision of classes (e.g. when a teacher is absent or unavailable)
- Supervise individuals and groups of pupils in the playground and dining areas
- Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues
- Work with pupils not working to normal timetable
- Establish and maintain relationships with families and carers and other adults, e.g. speech therapists
- Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment
- Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training

1 c) EQUALITIES

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

1 d) HEALTH AND SAFETY

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

1 e) DISCLOSURE AND BARRING CHECK

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 disclosure will be sought through the



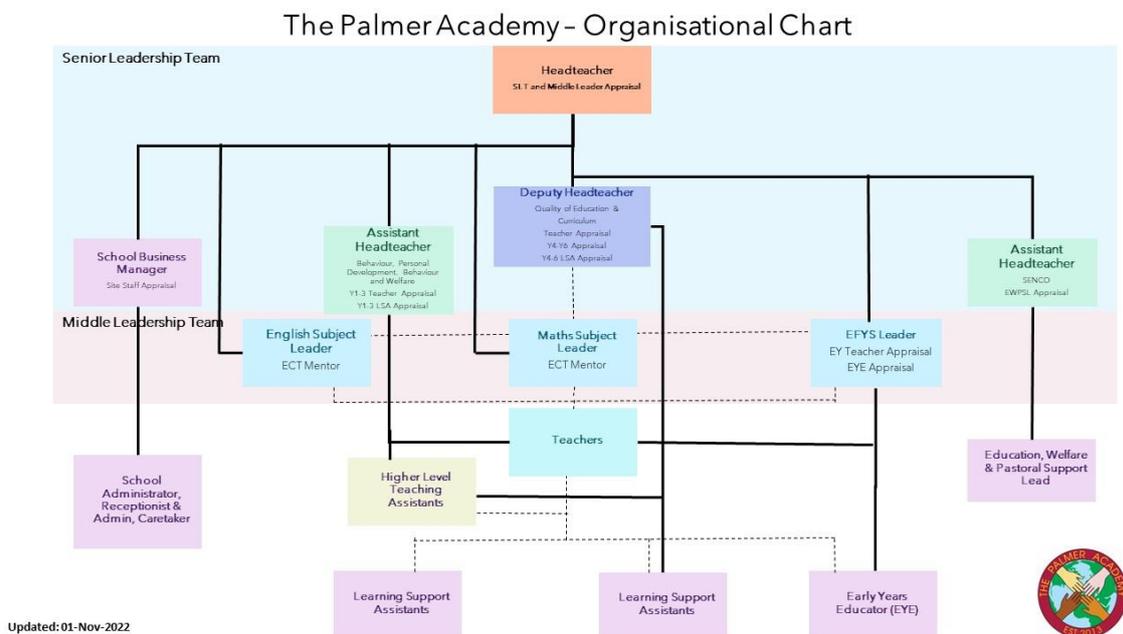
DBS as part of REACH2’s pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview, you will receive more information.

1 f) ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school’s policies and practice.

2. ORGANISATION CHART



3. SUPERVISION

An Assistant Headteacher or member of the Senior Leadership Team (SLT) manages the jobholder. The academy’s performance management policies and practice determine the frequency of meetings.

No supervision of staff is required.

4. JOB CONTEXT

The jobholder is one of a team of Learning Support Assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.



5. CONTACTS

The jobholder works with teachers and pupils and is likely to have planned contact with parents or carers.

6. KNOWLEDGE

- NVQ level 2 in numeracy & literacy (or equivalent)
- Intermediate knowledge of ICT
- Basic knowledge of Health, wellbeing and safety
- Awareness of keeping children safe
- Basic knowledge of First Aid
- Awareness of Data protection and confidentiality
- Understanding of the Schools ethos and values

7. COMPETENCIES

- Communication (written and verbal)
- Problem Solving
- Team working
- Active Listening
- Motivation

8. PHYSICAL EFFORT

The job may involve lifting children after falls or accidents. The job may also involve providing intimate care for pupils, such as changing or supporting with toileting, depending on the needs of the pupil.

9. WORKING ENVIRONMENT

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

10. JOB ENTITLEMENTS

- Access to training and staff development according to personal development needs and the needs of the school
- Annual Performance Appraisal and reviews

11. ADDITIONAL INFORMATION



The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

12. REVIEW OF DUTIES

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Signed colleague Date

Signed Headteacher Date



Person Specification

Criteria	Essential (for the job)	DESIRABLE (for development)	Assessment Method
Right to work in the UK	<ul style="list-style-type: none"> • Legal status 		ID documents
Qualifications	<ul style="list-style-type: none"> • Level 2 NVQ in Literacy and Numeracy or GCSE Grade C equivalent 	<ul style="list-style-type: none"> • Evidence of additional qualifications suitable to LSA role • Graduate qualification • Level 3 Childcare qualification 	Certificates
Experience	<ul style="list-style-type: none"> • Experience of working and supporting children with a range of educational needs • Experience of working and supporting children of a variety of ages 		Application form and selection events
Knowledge and Understanding	<ul style="list-style-type: none"> • Intermediate knowledge of ICT • Awareness of keeping children safe • Basic knowledge of Health and wellbeing, safety and child protection • Understanding of the Schools Ethos and Values • Understanding of Data Protection and confidentiality • Basic knowledge of First Aid 	<ul style="list-style-type: none"> • Understanding of the development of EAL learners • Understanding of the development of SEN learners 	Application form and selection events
Skills and Abilities	<ul style="list-style-type: none"> • Ability to solve problems and find solutions • Active listener • Good communication (written and verbal) • A team player • Highly motivated • Assist children on an individual basis, in small group and whole class work 		Application form and selection events



	<ul style="list-style-type: none">• Explain tasks simply and clearly and foster independence• Supervise children, and adhere to defined behaviour management policies• Accept and respond to authority and supervision• Work with guidance, but under limited supervision• Display work effectively, and make and maintain basis teaching resources		
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