

Learning Support Assistant Application Pack



Location: Sprites Primary Academy, Stonechat Road, Ipswich, IP2 0SA

REAch2 Registered address:

REAch2 Academy Trust
Henhurst Ridge Primary Academy
Henhurst Ridge
Branston
Burton-Upon-Trent
DE13 9SZ

www.reach2.org



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Letter from Sir Steve Lancashire, 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

The application process

You are invited to submit an application form, which is available together with this document.

Closing date for applications: 31st March 2019

Interview date: Week commencing 1st April 2019

The school, and REAch2 Academy Trust, reserves the right to appoint earlier if an exceptional candidate applies for the post, so early applications are strongly encouraged. Initial interviews may be held by Skype or ZOOM.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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: Paula Cornish

Email: sprites.primary@sprites.suffolk.sch.uk

Completed Application Forms should be sent to:

Sprites Primary Academy

Stonechat Road

Ipswich

IP2 0SA

Email: sprites.primary@sprites.suffolk.sch.uk

Completed equal opportunities monitoring forms should be sent to:

HR Recruitment

REAch2 Academy Trust

Chapel End Junior Academy

Roberts Road

Walthamstow

London

E17 4LS

Email: recruitment@reach2.org

About the role

We are seeking to appoint a highly skilled Learning Support Assistant to work within EYFS, KS1 and KS2. Required from April for 12.5 hours per week, term time only. You will be required to work each day of the school week to support the teaching and learning within class.

You must have good Literacy and Numeracy skills and an understanding of how to support the teaching of phonics. Experience supporting pupils who have speech and language difficulties is also desirable, along with experience of signed support such as Makaton or British Sign Language.

Applicants should display high levels of patience, empathy and resilience. They should be able to use their own initiative when needed.

Background on REACH2

Founded in 2012, REACH2 Academy Trust is the largest primary-only academy trust in the country. We are a growing charitable organisation currently supporting over 50 primary academies across England.

We are a family that delivers school to school improvement, going the extra mile for all our children. We are passionate about dispelling the myth that only certain children are able to achieve.

With extensive school reform and proven educational excellence in our core staff, REACH2 set a mission: to help struggling schools to improve their provision and to offer outstanding education to our pupils, from disadvantaged or deprived communities. The drive was not to grow an empire of schools, but rather the compulsion to share our proven approach to sustained school improvement for the benefit of children and their communities.

But REACH2 is about so much more, offering a richness of experience that gives real colour throughout the time our children spend with us.

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.

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the entire Trust: providing a strong, responsible foundation from which every Academy develops and grows. A cornerstone provides a subtle yet paramount role in a building and ensures that REAch2 is trustworthy, reliable and inspirational organization, delivering the best possible learning experience.

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 are used to express values and ethos of the Trust. They describe what the Trust wants to be known for and how it wishes to operate.

What are these Touchstones?

Children and adults will flourish in REAch2 academies: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We notice talent and spot the 'possible' in people as well as the 'actual'; Developing potential within in our Trust becomes a realization 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, will release in children their natural curiosity, fun and determination.

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.

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 and must succeed.

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



Job Description

Post: Learning Support Assistant

Salary: £16, 881.25 pro rata

Responsible to: Miss Cornish

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Required from April for 12.5 hours per week, term time only. You will be required to work each day of the school week to support the teaching and learning within class.

You must have good Literacy and Numeracy skills and an understanding of how to support the teaching of phonics. Experience supporting pupils who have speech and language difficulties is also desirable, along with experience of signed support such as Makaton or British Sign Language.

Applicants should display high levels of patience, empathy and resilience. They should be able to use their own initiative when needed.

We can offer you a supportive team and well-mannered children who are eager to learn.

LEVEL DESCRIPTION

Posts at this level may be required in any school phase.

The teacher plans lessons and directs learning. Learning Support Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Learning Support Assistants work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

There will be some need to interpret information or situations and to solve straightforward problems. More complex problems will be referred to line manager.

No requirement to supervise others, but may demonstrate tasks to new colleagues.

DUTIES AT THIS LEVEL

Support for pupils

- Undertake a range of routine tasks to support learning e.g. listening to reading, discussing stories etc.

- Assist an individual pupil, or a small group of pupils, some of whom may have Special Educational Needs.
- As appropriate, look after sick/upset pupils and attend to physical needs.

Support for the teacher

- Undertake routine tasks to support the teacher during lessons, e.g. preparing classroom materials, displaying pupils' work, supervising small groups of pupils whilst the teacher is carrying out assessments.
- Maintain basic records.
- Assist teaching staff to ensure that the aims and objectives of the school are achieved.

Support for the curriculum

- Undertake routine tasks to support the curriculum and assist with events organised as part of the curriculum e.g. sports days.
- Support implementation of Government initiatives under the direction of the teacher.

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate.

Person Specification

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> Experience of working with pupils Basic knowledge of first aid
Literacy and numeracy	<ul style="list-style-type: none"> Ability to read and understand instructions Ability to complete basic paperwork 	
School environment		<ul style="list-style-type: none"> Knowledge of school policies and procedures
Mental Skills:		
Research	<ul style="list-style-type: none"> Assist teacher with information gathering and resources as appropriate 	
Problem solving	<ul style="list-style-type: none"> Ability to recognise and report problems 	
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> Assist teacher in creating a positive learning environment 	
Interpersonal & Communications Skills:		
Caring skills	<ul style="list-style-type: none"> Sensitivity to pupils' needs 	
Advising / guiding skills	<ul style="list-style-type: none"> Advising and guiding pupils on the best way to handle situations, under the teacher's direction 	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> • Ability to communicate clearly • Ability to encourage participation and give feedback to pupils • Ability to maintain appropriate level of confidentiality 	

Physical skills:

Keyboard skills / use of mouse		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	

Other attributes:

Level of autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures • Teaching Assistants work under the guidance of the teacher or more senior Teaching Assistant • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc 	
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- Able to supervise larger numbers of pupils during break/lunchtime
- Able to make decisions on when to refer queries/problems to another member of staff

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of equipment, including IT equipment where appropriate, to support learning in a variety of lessons and learning environments either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete straightforward paperwork e.g. incident report form
- The majority of queries and/or problems will be referred to other members of staff

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils, under the direction of the teacher

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks or on field trips etc
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are generally light
- On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

MENTAL DEMANDS

- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Sensory awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- None

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Shared responsibility for basic record keeping

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is **unwell**