

AVELEY



PRIMARY
SCHOOL

**LEARNING SUPPORT ASSISTANT
APPOINTMENT PACK**

October 2020

Aveley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Dear Applicant,

We would like to take this opportunity to thank you for showing an interest in the Learning Support Assistant vacancy at Aveley Primary School.

The Headteacher and Governing Body are looking for an energetic, enthusiastic and committed professional. Someone with the drive and determination to work with the Headteacher, Staff, Governors and Parents to build on the schools' achievements and raise standards further.

Please take the time to read the information within the application pack and see for yourself what an ideal opportunity this is for someone wishing to develop their career whilst being part of a hard working and dedicated team.

The post is for 25 hours and mainly involves supporting a child/ren who have additional needs and who has an Educational Health Care Plan. The child's difficulties may relate to:

- Motor difficulties
- Hearing Impairment
- Sensory needs
- Cognitive
- Social skills

You will be required to support the child not just in the classroom but also through targeted interventions out of the classroom and social support, including personal care. Please note that the role also includes some break and lunchtime duties in both Reception/KS1 and KS2.

Informal visits to the school are encouraged and should be arranged by telephoning the school office.

We look forward to receiving your application.

Yours sincerely,

N. Shadbolt
Headteacher

**RECRUITMENT PROCEDURES
LEARNING SUPPORT ASSISTANT
Aveley Primary School**

How to apply:

- ❖ Please apply using the enclosed application form, together with your supporting statement.
- ❖ The appointment will be made based on the match between the applicant and the person specification. Please make sure that you supply the necessary information on your form and write your supporting statement based on our requirements.
- ❖ Please send your application to:

Miss N. Shadbolt
Headteacher
Aveley Primary School
Stifford Road
Aveley
Essex
RM15 4AA

Or email to admin@aveleyprimary.thurrock.sch.uk

To arrive by Thursday 8th October 2020 at 13:00

Selection Procedures:

- ❖ Interviews Week beginning 12th October 2020
- ❖ Candidates will be advised as soon as possible after shortlisting of times and specific details.

Aveley Primary School – September 2020

Aveley Primary School is set in large and extensive grounds on the periphery of Aveley Village, in Thurrock Education Authority. It is within easy reach (5 minutes) of the A13 into London/Southend and the Dartford Crossing.

In September 2005 KS1 and KS2 came together in one building. The original village school building has been developed into the local Children's Centre. The school has close links with the Early Years providers based in the Centre.

The school has grown in size again over the last few years and is now a full two form entry school with extra bulge classes currently in Year 4 and 5. The school also opened its own Nursery class offering 15 hours a week in 2016.

Aveley Primary joined Catalyst Academies Trust in February 2019.

Staff are dedicated, hardworking and supportive of each other. The school has a Pastoral Manager to support the emotional wellbeing of our children.

Children with Special Educational Needs are well catered for with adult support and a non-class based SENCo.

The catchment area of Aveley Primary School is in a mixed housing environment; the school has approximately 25% of children on free school meals. The school has positive links with the local community, notably with church groups and the secondary schools.

The school has achieved the 10 years Basic Skills Quality Mark award, Silver Science Quality Mark and Silver Artsmark. The school has a strong school ethos, followed by all staff and children.

The Headteacher, Governors, together with a dedicated and hard-working team of teachers, aim to provide the best education and a variety of opportunities for all of our children.

JOB TITLE:	Learning Support Assistant
GRADE:	Level 3 (Points 8-16)
REPORTS TO:	SENCo / Teacher
SUPERVISES:	None
RELATIONSHIPS:	Class Teacher, Headteacher, School Staff, Pupils and Parents, School Governors, LEA Personnel, Visitors, Health Visitor

JOB PURPOSE

To enable pupils access to learning by supervising and assisting pupils (one-to-one and in small groups) across a wide range of activities and supported learning activities. To promote the development of the physical and mental wellbeing of pupils. Provide general support to the teacher in the management of pupils both in and out of the classroom. Contribute to the effective organisation of the school with administrative and clerical support.

To work under the guidance and instruction of the class teacher, take a leading role in the planning and evaluation of one or more specific learning activities or teaching programmes.

PRINCIPAL ACCOUNTABILITIES

main duties are listed , others may be required at a similar level and nature

Teaching and Learning Assistance to enable pupil access to learning

Preparing and Maintaining the Classroom to Enable Learning:

- Assist with the planning of learning activities by identifying and preparing resources required to support the learning outcomes.
- Differentiate lessons and activities accordingly to enable access and inclusion for SEND children.
- The preparation of materials/resources (e.g. books, pencils, art supplies, games equipment, numeracy resources etc) to ensure they are available, and easily accessible for the children. Preparing and cleaning up activities with the pupils.
- Maintaining classroom resources and designated areas.
- Repairing apparatus and ensuring any equipment is properly assembled and safe for use.
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans, by arranging/providing resources for lessons/activities under the direction of a teacher.
- Assisting to create and maintain displays.
- Assist in the development of individual education plans

Support during classroom activities:

- Implement planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Provide feedback to the pupils in relation to attainment and progress under the guidance of the teacher.
- Provide unobtrusive guidance and support to enable pupils to find answers to questions and

tasks set.

- Supervise small groups of pupils undertaking a learning objective by co-ordinating and explaining basic instructions, adjusting within the scope of the plan to ensure progression.
- Assist pupils to develop their independence through undertaking tasks.
- Support the use of ICT as a tool to enable learning.
- Administer and mark routine tests with clearly defined predetermine answers.
- Invigilate exams as required.
- Mark pupils work, recording progress and achievement.

Collaborative Working

- Ensure to meet with the class teacher of pupils whom you work with to feedback and report on progress/achievements.
- Liaise with other professionals (e.g. social workers, occupational therapists, educational psychologists, school nurse etc) and attend meeting when necessary.
- Communicate with others (pupils, colleagues, other professionals, parents) in a positive and professional manner.
- Act on constructive feedback and guidance given by other staff members.

Special Educational Needs and Disability (SEND)

- Work with pupils who have significant learning needs and/or have an Education and Health Care Plan.
- Seek information about the child/children's individual needs from colleagues.
- Have familiarity with all relevant statements of SEND specific to the child and conduct own research into the specific area of special needs to develop knowledge and understanding.
- Assist in the development, implementation, monitoring and feedback of individual development plans for pupils.
- Plan differentiated learning activities in collaboration with the class teacher to enable the pupil to access learning and make progress.
- Engage in regular communication with the class teacher regarding progress and outcomes of support interventions.
- Keep accurate records based on outcome criteria and update regularly.
- Sensitively support the child, making sure what you do is suitable for his/her age, needs and abilities.
- Implement planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses, needs and abilities as appropriate.
- Support to overcome barriers to learning and participation by making reasonable adjustments to promote inclusion and assist pupils as necessary.
- Implement strategies as suggested by outside professionals (i.e. educational psychologists, speech and language therapists, occupational therapists etc).

- Contribute to annual reviews and parent-teacher conferences.
- Attend to pupils personal needs and implement related personal programmes, including social and medical needs, first aid, physical, and hygiene and welfare matters with appropriate training/support.

Intervention groups

- To plan, organise and manage structured learning activities which reflect specific expertise and knowledge.
- Plan appropriately for the intervention groups according to the proposed intervention objectives.
- Record pupils' progress towards learning outcomes in the pupil/intervention folder.
- Feedback to the pupils' class teachers regarding progress and achievements to ensure continuity when in class.
- Create and maintain a purposeful, orderly and supportive environment.
- The preparation and maintenance of materials/resources needed to ensure they are available, and easily accessible for the children. Preparing and cleaning up activities with the pupils.
- To use a range of strategies where necessary to engage children in their learning.
- Show enthusiasm and a positive approach to encourage learning.
- To use a range of appropriate strategies to manage behaviour during sessions.
- Support other support staff who are delivering the same intervention.
- Track progress of pupils in your intervention.

Pupil Welfare, promoting the mental and physical welfare of pupils

Managing Pupil Behaviour

- Assist in the management of pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- Help to avoid pupil conflicts and assist pupils to sort out disagreements by talking and listening to each other.
- Ensure pupils play and work together positively and cooperatively, with positive behaviour.
- Supervise and monitor pupils in the playground. Encourage pupils to play games, initiate and join in and include others.
- Provide general and basic welfare support and first aid support to pupils.
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy.

General Pupil Welfare

- Liaising with other professionals e.g. social workers, psychologists, health visitors, family resource workers etc attending meetings as required
- Providing general and basic welfare support and first aid support to a pupils and in particular support for those with special educational needs

- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy

General School Support

- All activities must be undertaken within the scope of the school policy.
- Monitoring any problems and difficulties reporting these to teaching staff
- Keeping / contributing to records of pupil support in line with school policy
- Provide clerical and administrative support, e.g. photocopying, typing, filing, collecting money, gathering pupil reports, stock taking and stationary orders, assist in the school library, update pupil records
 - * These will be consistent with the 21 administrative tasks as specified in the workforce remodelling agreement 2003.
- Report pupil and school issues in line with the schools' policies for health and safety, child protection procedures, behaviour management policies
- Ensure equal opportunities in learning access for all pupils to learn and develop and to have full involvement in school life
- Work towards overall school goals

Any other duties

- Break and some lunchtime duties
- Lead identified intervention groups for children to bridge gaps in their learning

Aveley Primary School
Person Specification – LSA

Criteria	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> 3 or more GCSEs at Grade C or above, including English and Maths. 	<ul style="list-style-type: none"> Further qualifications and/or studies relevant to the primary age range.
2. Experience	<ul style="list-style-type: none"> Previous experience of working with children in an education setting. Experience of working with children with motor difficulties and speech and language difficulties Experience of working 1:1 and with groups of children. Experience of working with other adults in a collaborative way on child focussed goals. 	<ul style="list-style-type: none"> Experience with supporting or working with children Early Years and KS1 Experience of working 1:1 and with groups of children. Experience of working with children in Early Years and KS1, including the more-able. Experience of working with Physical Neurological Impairment Experience working with children on the Autistic Spectrum. Experience using Picture Exchange Communication (PECs) Experience of delivering Early Years group work. Experience of working with pupils who are hearing impaired.
3. CPD	<ul style="list-style-type: none"> Training which is relevant to the role of Learning Support Assistant (equivalent to level 2) 	<ul style="list-style-type: none"> Training which is relevant to the role of Learning Support Assistant (equivalent to level 3 or above) Training that is up-to-date and relevant (undertaken within the last three years)
4. Knowledge, Skills and Personal Qualities	<ul style="list-style-type: none"> Ability to develop effective and collaborative relationships with colleagues. Willingness to be creative and try innovative ways of working. An understanding of how children develop. A good sense of humour. High expectations of achievement and behaviour. Knowledgeable and confident use of ICT. Self-motivated and enthusiastic with good organisational skills. Willingness to problem solve and try new things. 	<ul style="list-style-type: none"> Understanding of a skills based curriculum or experiential learning. Knowledge of different strategies to support children who learn differently.

	<ul style="list-style-type: none"> • Encourage and develop communication and pupil social skills. • Committed to continuous professional development. • Positive response to feedback and proactive actions to improve. • Commitment to teamwork for the good of the organisation. 	
5. Letter of Application	<ul style="list-style-type: none"> • Succinctly presented philosophy of education and the LSA's role within it. 	
6. References	<ul style="list-style-type: none"> • Two supportive educational references. 	

Aveley Primary School Policy Statement on the Recruitment of Ex-offenders

In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>

- As an organisation which uses the Disclosure and Barring service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.

- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.