

**LSA Application Pack**

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

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**

**Chief Executive Designate, REAch2 Academy Trust**



# 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 role

**Learning Support Assistant – One to One at Kirby Primary**

**Post: Learning Support Assistant – One to One**

**Location: Kirby Primary Academy, Halstead Road, Kirby Cross, Essex CO13 0LW**

**Employer: Reach2 Academy Trust**

**Hours: 8:30-3:30 term time**

**Salary: NJC 4-5**

**Closing Date: 5th July 2022**

**About the role:**

30 hours per week, term time, fixed term contract for 1 year.

We are looking for an experienced Learning Support Assistant to join our team, with specific one to one experience. We pride ourselves on being a kind and caring school that is dedicated to lifelong learning.

The successful candidate will be required to work full time and be available 5 days per week.

The role will include working directly with individuals, small groups or whole-classes of children to guide their learning.

Kirby Primary Academy is an employer that values equality, diversity and inclusion.

We are looking for someone who is:

* An experienced Learning Support Assistant/One to One;
* Experienced in working within a primary school, particularly within Early Years/KS1 and/or working closely with children who have special needs;
* Used to delivering interventions within the classroom to support Quality First teaching and personalised planning;
* Passionate about all pupils achieving and ensuring that they're getting the most of out what's being taught in the classroom;
* Prepared to work in partnership with the class teacher, staff and professionals taking direction while also using their own initiative.
* Is able to be firm, kind, patient, consistent, flexible and be approachable;
* Confident in supporting children with diverse needs, including intimate care.

We offer:

* A supportive and inclusive body of staff and governors;
* Well-behaved and responsive children who take responsibility for their own learning;
* Excellent opportunities for professional development within the school and Reach2 Trust;
* A supportive and active PTA and school community;
* Opportunities to develop your own practice and specialism.

We prioritise safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

Visits to the school are encouraged, please do get in touch with the school office to arrange.

For more information please contact:

School Business Manager: Miss Mandy Smith 01255 674056/ admin@kirbyacademy.org

The school reserves the right to interview and appoint candidates prior to the closing date.

# The application

You are invited to submit an application form to Mandy Smith, School Business Manager, on [admin@kirbyacademy.org](mailto:admin@kirbyacademy.org)

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 on 01255 674056.

## The application process and timetable

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| **Application deadline:** | 5th July 2022 |
| **School visits:** | Contact the school to arrange |
| **Interviews:** | 7th July 2022 |
| **Contract details:** | Fixed term |
| **Salary:** | NJC 4-5 |
| **Start date:** | 1st September 2022 |

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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| **Job Title** | Learning Support Assistant |
| **Scale** | NJC Scale Point 4-5 |
| **Reports to** | Headteacher, Class Teacher, SENCO, Senior LSA |
| **Responsible for** | Not applicable |
| **Liaison with** | Pupils  Head Teacher  Teaching staff  Support Staff |
| **Job Purpose** | To work in partnership with class teachers to assist pupils’ with moderate needs and to support their learning in line with the national curriculum, codes of practice and school policies and procedures. |
| **Principal Accountabilities** | Working with individuals or small groups of children under the direction of teaching staff  Provide support to pupils with moderate learning, behavioural, communication, social, sensory or physical difficulties. |
| **Duties** | * Interact with, and support pupils, according to individual needs and skills * Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils’ responses as appropriate * Establish positive relationships with pupils supported * Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher * Support pupils with activities which support literacy and numeracy skills * Support the use of ICT in the classroom and develop pupils’ competence and independence in its use * To attend to pupils’ personal needs including help with social, welfare, care and health matters * Promote positive pupil behaviour in line with school policies and help keep pupils on task * Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required * Assist with the development and implementation of One Plans and EHCPs * Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher * Assist the teacher and other staff in the implementation of care programmes * To support learning by selecting appropriate resources/methods to facilitate agreed learning activities * To assist with the preparation, maintenance and control of stocks of materials and resources * Liaise with staff and other relevant professionals and provide information about pupils as appropriate * To assist with the display and presentation of pupils’ work * To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities * To assist with escorting pupils on educational visits * To assist pupils during activities e.g. swimming, PE |
| **General** | * To understand and apply school policies in relation to health, safety and welfare * Attend relevant training and take responsibility for own development * Attend relevant school meetings as required * To respect confidentiality at all times * To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. * To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace * Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy * The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment     The duties above are neither exclusive nor exhaustive and the postholder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade. |

**LEARNING SUPPORT ASSISTANT**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Successful experience working with children in a school/early years environment  Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience  Completion of DCSF induction programme |
| Knowledge of relevant policies and procedures | Basic knowledge of First Aid and understanding of School |
| Literacy | Good reading and writing skills |
| Numeracy | Good numeracy skills |
| Technology | Knowledge of basic ICT to support learning |
| **Communication** | Written | Ability to write basic reports |
| Verbal | Ability to use clear language to communicate information unambiguously  Ability to listen effectively |
| Languages | Overcome communication barriers with children and adults |
| Negotiating | Consult with children and their families and carers and other adults |
| **Working with children** | Behaviour Management | Understand and implement the school’s behaviour management policy |
| SEN | Ability to understand and support children with developmental difficulty or disability |
| Curriculum | Good understanding of the school curriculum  Knowledge of literacy/numeracy strategies |
| Child Development | Good understanding of the general aspect of child development  Ability to assess progress and performance |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Understand the role of others working in and with the school  Understand and value the role of parents and carers in supporting children |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Teamwork | Ability to work effectively with a range of adults |
| Information | Know when, how and with whom to share information  Ability to follow instructions accurately |
| **Responsibilities** | Organisational skills | Good organisational skills  Ability to remain calm under pressure |
| Line Management | Ability to support the work of volunteers and other teaching assistants in the classroom |
| Time Management | Ability to manage own time effectively |
| Creativity | Demonstrate creativity and an ability to resolve routine problems independently |
| **General** | Equalities | Awareness of and commitment to equality |
| Health & Safety | Basic understanding of Health & Safety |
| Child Protection | Understand and implement child protection procedures |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| CPD | Be prepared to develop and learn in the role |

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| **APPLICATION FORM** | |
| **POST:** | Learning Support Assistant |
| **SCHOOL:** | Kirby Primary Academy |
| **NAME:** |  |
| **DATE:** |  |

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| **SECTION 1 – PERSONAL DETAILS** | |
| Title (Mr, Mrs, Miss, Ms, Dr, Other): | Home Telephone No: |
| Surname: | Mobile Telephone No: |
| Forename: | Email address: |
| Names previously known by if applicable: | Date of birth: |
| Full address: | National Insurance number: |
| Teacher’s reference (if applicable): |
| Where did you hear about REAch2 and this opportunity? | |

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| **SECTION 2 – EDUCATION**  *(please include any higher education degrees in this section)* | | |
| Institution(s) attended | Date (start to end) | Qualifications gained including grade |
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| **SECTION 3 - PROFESSIONAL TRAINING AND DEVELOPMENT**  *(Please include details of any relevant training or staff development)* | | |
| Institution(s) attended | Date (start to end) | Course completed |
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| **SECTION 4 – CURRENT EMPLOYMENT**  *(please include a full employment history, since leaving education)* | | |
| Employer’s name: | | Position held: |
| Date commenced: | | Date of leaving if applicable: |
| Notice period: | | Grade/salary: |
| Reason for leaving |  | |
| Description of duties and responsibilities |  | |
| **SECTION 4 – PREVIOUS EMPLOYMENT** | | |
| Employer’s name: | | Position held: |
| Date commenced: | | Date of leaving if applicable: |
| Notice period: | | Grade/salary: |
| Reason for leaving |  | |
| Brief description of duties and responsibilities |  | |
| **PREVIOUS EMPLOYMENT** | | |
| Employer’s name: | | Position held: |
| Date commenced: | | Date of leaving if applicable: |
| Notice period: | | Grade/salary: |
| Reason for leaving |  | |
| Brief description of duties and responsibilities |  | |
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| Date commenced: | | Date of leaving if applicable: |
| Notice period: | | Grade/salary: |
| Reason for leaving |  | |
| Brief description of duties and responsibilities |  | |
| **PREVIOUS EMPLOYMENT** | | |
| Employer’s name: | | Position held: |
| Date commenced: | | Date of leaving if applicable: |
| Notice period: | | Grade/salary: |
| Reason for leaving |  | |
| Brief description of duties and responsibilities |  | |

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| **SECTION 5 – Gaps**  *If you have any gaps in your employment history or you have lived/travelled overseas please use this section to provide details.* |
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| **SECTION 6 – PERSONAL STATEMENT**  *(Your personal statement should provide evidence/ examples of how you meet the person specification and your ability to carry out the job description. You could use the headings provided in the job description to structure your personal statement. Your personal statement should be no longer than the equivalent of three sides of A4).* | |
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| **SECTION 7 – REFERENCES** Please note that if you provide details you give us permission to request a reference.  *(Please provide the names, addresses and occupations of two referees, one of whom should be your present or last employer).* | |
| First Reference | Second Reference |
| Name: | Name: |
| Occupation: | Occupation: |
| Is this your current employer:   YES       NO | Is this your current employer:   YES       NO |
| Company address: | Company address: |
| Email address: | Email address: |

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| **SECTION 8 – DISCLOSURE AND BARRING AND RECRUITMENT CHECKS** |
| REAch2 is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.  The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that’s considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.  The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.  Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice](https://www.gov.uk/tell-employer-or-college-about-criminal-record) website. For further impartial advice, please visit – [NACRO](https://www.nacro.org.uk/criminal-record-support-service/support-for-individuals/disclosing-criminal-records/).  If you are successfully shortlisted you will be expected to complete a self-declaration form prior to your interview, and if you secure the role, each year of your employment, if appropriate for the role.  Any convictions listed on a DBS check and/or in the self-declaration form will be considered on a case-by-case basis.  For posts in regulated activity, the DBS check will include a barred list check.  It is an offence to seek employment in regulated activity if you are on a barred list.  Disqualification under the Childcare Act 2006. Section 76(2) of the 2006 act, provides that a person who is disqualified under the 2018 regulations may not:   * provide relevant childcare provision * be directly concerned in the management of such provision   Under section 76(3) schools are prohibited from employing a disqualified person in connection with relevant childcare provision in the settings set out in the relevant offences and orders section of this guide ([Disqualification under the Childcare Act 2006 Guidance](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006#relevant-offences)), unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake.  For all posts that meet the childcare disqualification criteria in addition to an enhanced DBS check with child barred list check, you will also be required to complete a childcare disqualification declaration form prior to your interview, and if you secure the role, each year of your employment.  Any data processed as part of the DBS check / childcare disqualification check will be processed in accordance with data protection regulations and the REAch2’s privacy notice. |
| If you have lived/travelled outside of the UK for more than 6 consecutive months within the last 10 years REAch2 will require you to obtain a criminal records check from the relevant country. If you answer ‘yes’ to the question below, we may contact you for additional information in due course.  Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. |
| **Have you lived or worked outside of the UK in the last 10 years?** ☐Yes ☐No |

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| **SECTION 9 – DATA PROTECTION STATEMENT** |
| The information that you provide on this form and within your CV (if submitted) will be used to process your application for employment. We process this information in line with our job applicant privacy policy.  If you succeed in your application for employment, the information will be used in the administration of your employment with us. Further details on the processing of your data at this stage will be provided to you on offer of employment.  By signing this application form we will be assuming that you agree to the processing of your personal data (as described above), in accordance with our registration with the Information Commissioner’s Office.  If you would like further information, please read our [***applicant privacy notice***](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).  **Declaration**  I declare to the best of my knowledge and belief, all particulars I have given in all parts of this application form, including my CV, are complete and true. I understand that any false declaration or misleading statement or a significant omission; for example seeking employment with the knowledge I am on the barred list, may disqualify me from employment and render me liable to dismissal. If I am not successful in my application, I understand that my application will be retained for 6 months.  By signing this application form, I am agreeing and understand the Data Protection Statement and Declaration above. |

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| **SECTION 10 – OTHER DECLARATIONS** | |
| Are you related to any member of the governing body? *(any canvassing direct or indirect will disqualify you from applying)* | ☐Yes          ☐No |
| If Yes, please give details: | |
| To the best of my knowledge and belief, the information on this application form is correct. | |
| Signed: | Date: |

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| **SECTION 11: DISABILITY AND ACCESSIBILITY** |
| REAch2 has committed to ensuring that applicants with disabilities or impairments receive equal opportunities and treatment.  If you have a disability or impairment, and would like us to make adjustments or arrangements to assist if you are called for an interview, please state the arrangements you require: |
| Arrangements: |

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| **SECTION 12: RETURNING YOUR COMPLETED APPLICATION FORM**  *(Please return your completed application form and return all documents to the contact given).* | |
| Name: | Mandy Smith |
| Email address: | [admin@kirbyacademy.org](mailto:admin@kirbyacademy.org) |
| Closing date: | 5th July 2022 |