



Aveley
Primary School

LEARNING SUPPORT ASSISTANT APPOINTMENT PACK

June 2022

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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Stifford Road
Aveley
Essex
RM15 4AA

Tel: 01708 865868

Head of School – Mrs S. Viner

Email: info.aps@catrust.org.uk

Website: www.aveleyprimary.org.uk

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. This post is initially for a one year fixed term contract, and may be extended.

The Head of School, leadership team and Governing Body are looking for an energetic, enthusiastic and committed professional. Someone with the drive and determination to work with the Head of School, Staff, Governors and Parents to develop all pupils, enabling them to reach their full potential.

Aveley Primary is a happy, friendly school which believes in developing the whole person and encouraging each child to exceed. Our children are delightful and hardworking.

The post is for 30 hours and involves supporting a child/ren who have additional needs and who have an Educational Health Care Plan. The child's needs may relate to:

- Cognition and Learning
- Physical needs
- Social Communication Needs
- Speech and Language needs
- English and maths skills
- Social skills
- Behaviour
- Sensory needs

You will be required to support the children in the classroom and through targeted interventions, both in and out of the classroom. This post will also include, social support, including some break and lunchtime duties across the school.

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.

We look forward to receiving your application

Yours sincerely,
Mrs S. Viner
Head of School



RECRUITMENT PROCEDURES LEARNING SUPPORT ASSISTANT Aveley Primary School

How to apply:

- ❖ Please apply using the enclosed application form and a supporting statement (no longer than 2 sides of A4). Please ensure that you clearly demonstrate how you meet the person specification.
- ❖ 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 statement based on our requirements.
- ❖ Please send your application to:

Mrs S. Viner
Head of School
Aveley Primary School
Stifford Road
Aveley
Essex
RM15 4AA

Applications can also be emailed to info.aps@catrust.org.uk marked for the attention of Mrs Viner.

Selection Procedures:

- ❖ Closing date: Thursday 30th June 2022 at midnight.
- ❖ Shortlisting: Friday 1st July 2022
- ❖ Interviews: Wednesday 6th July 2022

Candidates will be advised as soon as possible after shortlisting of times and specific details. We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience.

Catalyst Academies Trust and Aveley Primary School are fully committed to safeguarding and promoting the well-being of children and young people. We expect all of our staff to share this commitment. The successful applicant will be made a conditional offer subject to an enhanced DBS check, medical check and references.

Aveley Primary School – June 2022

Aveley Primary is a two form entry primary school in Thurrock with newly opened Autism Resource Base. We have dedicated staff and wonderful children from Reception to Year 6. We have a nursery that provides an excellent start for our youngest pupils. All members of the school community are committed to ensuring that children have a learning experience that is positive, encourages children to achieve and develop as well-rounded individuals. Staff teams are organised with support from experienced Year Leads and Key Stage Assistant Headteachers.

Aveley Primary joined Catalyst Academies Trust at the beginning of February 2019. The Trust has a nationally recognised reputation for high achievement for all of its pupils and staff have embraced the collaborative nature of working as part of a MAT. Staff from across the schools meet regularly and appreciate the joined up working.

Aveley Primary School was formed in 1990 when the Infants and Junior schools amalgamated. From September 2005 to 2012, the school was based in one building built in the early 1950's. Since September 2012, KS1 have been in the purpose built block of four classes. Reception are in classes linked to the main building with a shared outdoor area. The rest of the classes are in the original KS2 building, with some modifications to create a nursery class. In 2014, the school opened the library bus which is an iconic part of the school. The school is spacious, with expansive grounds and is within easy reach (5 minutes) of the A13 into London/Southend and the Dartford Crossing. There are three playgrounds, a large field and a multi-use games area. There is a separate dining room and school hall. We have a dedicated Library and Art, Design & Technology Room, a wildlife area and pond. This is an exciting time in Aveley Primary School's journey as we opened the Aveley Resource Centre (ARC) in June 2022.

In 2018, the predecessor school, received a 'requires improvement' judgement from Ofsted. Since joining the trust, the school has worked collaboratively to secure improvements in all areas.

Staff are dedicated, hardworking and supportive of each other. The school has a Pastoral Manager to support the wellbeing of the children. All classes have some ancillary support to work alongside the classteacher. 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 30% of children on free school meals. Parents are positive about our school and work in partnership with us.

Achievements include: the 10 years Basic Skills Quality Mark award; Silver Science Quality Mark and Silver Artsmark.

The Head of School, Governors, together with a committed and hard-working team of teachers, aim to provide the best education and a variety of opportunities for all of our children. The school has a strong ethos, followed by all staff and children.

JOB TITLE:	Learning Support Assistant
GRADE:	BAND 2 (Range 6-10)
REPORTS TO:	SENCo / Teacher
SUPERVISES:	None
RELATIONSHIPS:	Class Teacher, Headteacher, School Staff, Pupils and Parents, School Governors, LA 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 IT 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)

- Seek information about any child's individual needs from colleagues.
- Have familiarity with all relevant statements of SEND specific to the children in your class or with whom you are working 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 (visual, kinaesthetic and auditory) where necessary to engage children in their learning.
- Show an enthusiasm and 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
- Keep pupil records (e.g. attendance registers, chasing absence details, compiling lists)
- 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 on the Autistic Spectrum, with motor difficulties or speech and language needs • 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 across the age range • Experience of working with Physical and/or Neurological differences/ • Experience using Picture Exchange Communication (PECs) or using sign language
3. CPD	<ul style="list-style-type: none"> • Training which is relevant to the role of Learning Support Assistant (equivalent to level 2) • Committed to continuous professional development. • Positive response to feedback and proactive actions to improve 	<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) • Evidence of collaborative working with other professionals to improve practice
4. Knowledge, Skills and Personal Qualities	<ul style="list-style-type: none"> • Ability to develop effective and collaborative relationships with colleagues • Willingness to problem solve and try new things • Willingness to be creative and try innovative ways of working • Ability to reflect on your own practise and a commitment to developing practice • An understanding of how children develop • Encourage and develop communication and pupil social skills • High expectations of achievement and behaviour • Knowledgeable and confident use of IT, including email • Self-motivated and enthusiastic with good organisational skills • Commitment to teamwork for the good of the organisation and all members of it 	<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 • Knowledge of online learning resources such as TEAMS

5. Letter of Application	<ul style="list-style-type: none"> • Succinctly presented philosophy of education and the LSA's role within it. • Examples of how the person specification is met are included. 	
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.