



NEWHALL

PRIMARY ACADEMY AND NURSERY

**Learning Support
Assistant & Midday
Assistant
Application Pack**



Contents

Letter from Catherine Paine, Chief Executive Officer	3
Letter from Mr B Duffy, Headteacher, Newhall Primary Academy and Nursery	4
Our Cornerstones and Touchstones.....	5
The role.....	6
The application	9
The application process and timetable	9
Safeguarding, Safer Recruitment and Data Protection	10
Job Description	11
Person Specification.....	15

Letter from Catherine Paine, Chief Executive Officer

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

CEO



Letter from Mr B Duffy, Headteacher, Newhall Primary Academy and Nursery

Dear Candidate

Welcome to Newhall Primary Academy and Nursery.

Our school opened in September 2018. We are a two-form entry primary school and nursery in Harlow, currently teaching children up to Year 5. We will continue to grow over the next year until we are at full capacity of 420 children in the main school. Our nursery is open all year round, taking children from one year to school age with spaces for 56 children.

We are a warm and welcoming school and nursery with state-of-the-art facilities including bright and modern classrooms and learning areas, an arts studio, a cookery room, a library and large fields and playground spaces.

Our staff are a dedicated team who strive to give the best for all children at Newhall. We have a well-structured curriculum, aiming for high academic standards across all subjects. Our children experience a broad and exciting curriculum which ensures opportunities for learning are maximised both in and outside the classroom. At the heart of our curriculum is reading: we ensure our children are confident readers who are well-equipped to meet the demands of our curriculum and develop a love of a range of books and authors.

We create a safe and calm environment for our children to learn where everyone is valued, respected and included. We ensure our children are well equipped to thrive in the world around them, ensuring we cater for their social and emotional needs.

Links between our school and local community are very important to us. We have a very active PTA 'Friends of Newhall' who facilitate a wide range of activities for our children, raising money for our school and charities.

I look forward to receiving your application.

Mr B Duffy

Headteacher



Our Cornerstones and Touchstones

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 & Midday Assistant at Newhall Primary Academy and Nursery

At Newhall Primary Academy we inspire children to believe in themselves and each other. We create a safe, happy and inclusive environment that encourages independence, resilience and learning. Together we are curious and creative. We are committed to working in partnership with our community and teach our children to be respectful citizens, preparing them for the challenge and opportunities of our future world. Our children are kind and enthusiastic – they love to learn.

Newhall Primary Academy is a welcoming school and we are currently seeking a **Learning Support Assistant & Midday Assistant** to provide help and support to our amazing children. This is a full-time position and we are looking for successful individual to work 32.5 hours per week on a permanent basis to start in as soon as possible.

- Learning Support Assistant : 30 hours per week
- Midday Assistant: 2.5 hours per week

In particular, successful applicants should have:

- At least one years experience of working with children in the primary age range
- Experience of working with children in a friendly, busy environment
- An understanding of children with SEN needs
- Level 2 qualification in play work/childcare
- A current food hygiene certificate (desirable)
- Paediatric first aid qualification (desirable)
- Knowledge of child safeguarding procedures

You should:

- Have excellent communication skills
- Have the ability to build effective relationships with students, parents and other staff
- The ability to relate in a firm and friendly way with a wide range of personalities
- The ability to use initiative
- Be willing to undertake direction and guidance
- Have a good understanding of behaviour management strategies

- Be able to work as part of a team

The ideal candidate will:

- Have high expectations and believe every child can achieve
- Make learning irresistible, effective and inclusive
- Be excited about ongoing professional development, being a lifelong learner
- Actively contribute to the wider life of the school
- Have excellent interpersonal skills and be able to work well as part of a team

In turn, we can offer you:

- The opportunity to continue to be part of and to build on our exceptional learning and teaching and personal development offer for our children;
- The opportunity to help continue to build and develop our team and to accentuate the ethos and culture of our school;
- The opportunity to make a difference to children's lives;
- The chance for your skills to flourish and develop with practical support and encouragement;
- High quality training and development through one of the country's leading Multi-Academy Trusts;
- The opportunity to work with children from diverse ethnicities and cultures;
- A future career flightpath within REACh2 Academy Trust;
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors

If you feel you have all the necessary attributes, are highly motivated, committed to making a positive difference to children's lives and want to be part of creating a legacy for the future – apply now! We look forward to receiving your application

Background information about the School

Our school opened in September 2018. We are a two-form entry primary school in Harlow, currently teaching children up to Year 5. We also have a nursery which is open all year round and takes children from 1 year to 5 years. We will continue to grow over the next year until we are at full capacity of 420 children in the main school.

Our curriculum aims to promote for all children:

- A love of **reading**, ensuring our children are confident and fluent readers enabling them to access a range of high-quality texts and the curriculum.
- The development of **rich subject knowledge and vocabulary** within a **coherent, broad and balanced** curriculum for all children.

- The acquisition of **skills** across all areas of the curriculum and enabling children to **choose** and **apply** these in relevant situations including beyond the classroom.
- **A love of learning through the enrichment of the curriculum** with visits and experiences to create creative, independent and confident learners.
- The nurturing of **positive relationships to create respectful citizens** who work co-operatively with one another.
- Successful lifelong learners with a high self-esteem, who can **reach their full potential** and are **well-prepared for the next stage of their education.**

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Newhall Primary Academy and Nursery](#)

As a member of the REAch2 Trust, a national family of primary academies, Newhall Primary Academy and Nursery is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Newhall Primary Academy and Nursery is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

The application

You are invited to submit an application form to **Mr B Duffy, Headteacher** via via [My New Term](#)

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.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion or school visit please contact **Mr Baz Duffy, Headteacher** via school office on **01279 215480** or by email office@newhallacademy.org

The application process and timetable

Application deadline:	Monday 15 th July 2024 at 12pm (midday). <i>Applications will be assessed upon receipt.</i>
School visits:	Encouraged and warmly welcomed, please contact school office to arrange
Interviews:	TBC with shortlisted candidates
Contract details:	Permanent, part-time (32.5hrs per week), term time only (including 5 INSET Days)
Salary:	SCP 3 £22,737 FTE plus Outer Fringe Allowance Approx. Actual Salary £17,028 per year
Start date:	September 2024

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](#).

Job Description

Post: Learning Support Assistant (LSA)

Responsible to: Class teacher

Line manager: Phase Lead

Job purpose:

Learning Support Assistants (LSAs) are an important valued member of the teaching team. As well as working directly with the children's teacher, the LSA is encouraged to use his/her own initiative and skills to enhance the quality of teaching and learning for the children

Context of Role:

- A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school
- A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching
- The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise.
- All Learning Support Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children.

Support for Learners

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities

- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

Support for Class Teachers

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programs, including intimate care where required
- supervise and provide specific support for learners, including those with special needs, ensuring their safety and access to learning activities
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
- supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity
- where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

Support for the curriculum

- follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs

- obtain accurate and up-to-date information on learners' current literacy and numeracy skills
- agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies
- promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved
- use appropriate strategies for introducing learners to key words to help them access the curriculum
- respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide relevant information to the class teacher about students' learning achievements on a daily basis
- provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating learners to learn

Support for the school

- be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- contribute to the overall ethos/work/aims of the school
- be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- participate in training, staff meetings, other learning activities and performance development when required
- assist with the supervision of students out of lesson times, including before and after school
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- establish positive/effective relationships with all stakeholders, including parents and governors
- accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

- contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- comply with Health and Safety regulations
- give clear, accurate and complete information to staff as needed for them to work effectively
- provide information to assist other professionals in their role in accordance with school policies and procedures
- show a high level of professionalism at all times in accordance with school policies and procedures
- be aware of confidentiality and maintain confidentiality linked to home/student/teacher /work as appropriate
- actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- promptly report any difficulties in communicating with parents to the class teacher
- take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
- undertake play and lunch time supervision as directed by senior staff
- be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- show a commitment to work outside directed time when required.
- contribute to and provide evidence for the school Self-Evaluation Summary.
- contribute to activities which are required to support the School Development Plan.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Philosophy		
A belief in the ability of all children to achieve and be successful	*	
A belief in teamwork and ability to get involved in the day-to-day running of the school	*	
Experience		
Working with children of primary school age	*	
Working with individuals and groups of children	*	
Experience of supporting children with SEN	*	
Qualifications & Training		
Very good Numeracy and Literacy skills – at least GCSE C grade or equivalent	*	
Minimum NVQ2 or equivalent qualification	*	
First Aid Qualification		*
Knowledge & Skills		
Knowledge of the National Curriculum		*
Experience of delivering Read Write Inc		*
Experience of promoting and gaining positive pupil behaviour conducive to learning, focused on raising standards	*	
Very good organisational skills	*	
Very good time management skills	*	
Ability to prioritise	*	
Adaptability and flexibility	*	

Willing to participate in CPD	*	
ICT Literate	*	
Personal Characteristics		
Boundless enthusiasm, determination and drive to inspire others to achieve high standards	*	
A personable nature to build effective relationships with parents/members of the community	*	
Ability and willingness to promote the school's aims and the positive culture and ethos	*	

Role: Midday Assistant

Line Manager: Office Coordinator/SLT

Job Purpose

To provide a friendly and efficient lunch experience to pupils and staff at school, serving meals as ordered and keeping all dining areas clean and hygienic.

Duties and Responsibilities

- Assisting with setting up the dining hall for daily lunch service
- Assisting with serving all school meals in accordance with instructions from meal provider
- Ensure that that children with special diets receive the correct meal
- Ensure that packed lunches are in accordance with school policies
- Assist any pupils who may require additional support/encouragement
- Clean Dining areas in between sittings and after lunch has finished in accordance with guidelines specified
- Support children out on the playground and ensure they have an enjoyable play time experience

The duties above are neither exclusive or exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the role.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Enhanced DBS Check	*	
Experience		
Previous experience in a school setting		*
Experience of working as part of a team to achieve objectives		*
Skills and Aptitudes		
Resourceful, adaptable, show initiative and physically fit	*	
Good interpersonal and communication skills	*	
Prepared to take instruction and direction from Team Leader	*	
Ability to work part of a team	*	
Ready to learn new skills	*	
Flexibility and enthusiasm for the job	*	
Other factors		
Participates in training and performance management as required	*	
Commitment to Reach2's Equal Opportunities Policy and Acceptance of their responsibility for its practical application.	*	
Commitment to understand and comply with the requirements of the Health and Safety at Work Act 1974.	*	