



Water Lane
PRIMARY ACADEMY

REACH2
ACADEMY TRUST

Thrive Practitioner
Learning Support Assistant
Application Pack



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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 for its track record in raising standards and achieving 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 a small number of schools that require significant improvement through to a growing number of 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 their own unique character, whilst also ensuring a strong identity within REAch2 and an 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 innovation and collaboration, 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.

Cathie Paine

CEO



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

Thrive Practitioner (Learning Support Assistant) at Water Lane Primary Academy

Are you:

- A warm, caring person that children tend to gravitate towards?
- Passionate about creativity, fun and learning through play?
- Fully committed to team work, recognising that more can be achieved together than is possible an individuals?
- Determined to succeed and be relentless in the pursuit of progress for children?
- Willing to hold a flexible role supporting children's needs.
- If so, you'll love to be part of our team developing Water Lane Primary Academy to be a school which develops children to be engaged learners.

At Water Lane Primary Academy we are looking for a Thrive Practitioner to join our Inclusion Team. A Thrive Practitioner uses Thrive Online assessment tool to identify delay in children's social and emotional skills and put in place action plans to develop these skills through creativity, the arts and play. If you hold the Thrive Practitioner Childhood qualification, we will support you to use those skills to deliver Thrive sessions and set up this approach and sessions in our school. If you do not hold the qualification, we will invest in and support you to successfully complete your training to become a Thrive Practitioner in return for a commitment to the children at our school. This is an exciting new initiative for the school and we are looking for someone with a passion for the role.

We seek team members who are genuinely up for a challenge and who want to get involved with all aspects of our academy life. This is the chance to be part of something exciting and fulfilling and we recruit team members who share the dream and pro-actively demonstrate the values and attitudes to make Water Lane Primary Academy a truly special experience for our children and families.

We can offer you:

- A firm commitment to you and your professional development;
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors;
- A growing learning community;

- Encouragement to develop new ideas and the opportunity to make a real difference;
- Coaching and mentoring from experienced leaders;
- Fantastic trust-wide CPD opportunities;
- Opportunities to further develop your career within our Multi Academy Trust, REAch2, the largest primary-only academy trust in the country;
- The unique opportunity to help develop and shape our school, including an innovative approach to curriculum provision;

To arrange an informal discussion please contact Amy Rawlinson, Headteacher, Water Lane Primary Academy

About the school

Based in Harlow, and set in large and beautiful grounds, Water Lane Primary Academy is a happy and safe environment in which children can learn, grow and develop into confident and successful young people.

The school has a caring team that works hard to reach high standards in everything they do. The school firmly believe that education is a partnership between home and school and regard parents as an active partner in their child's education.

Through the school's engaging curriculum, they ensure that children can foster a passion for learning and curiosity that will help to develop: a strong knowledge base, high aspirations and a lifetime of memories. The school has a focus on Visible Learning strategies that promote independence, develop resilience and encourage all our children to become inquisitive, life-long learners.

The application

You are invited to submit an application form to **Amy Rawlinson, Headteacher** using <mailto:recruitment@reach2.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](#) separately.

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

Informal and exploratory conversations are welcomed and encouraged. Please contact the school office using 01279 417410

The application process and timetable

Application deadline:	12pm on Wednesday 20 th March 2024 However, applications will be assessed as upon receipt.
School visits:	Please contact Amy Rawlinson (Headteacher)
Interviews:	Week beginning 25 th March 2024
Contract details:	Permanent
Salary:	NJC E&W SCP 3 £22,737.00 FTE Pro Rata
Start date:	As soon as possible

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: Thrive Practitioner (LSA)

Responsible to: Headteacher

Line manager: Headteacher

Context of Role:

- Complete individual assessments of pupils identified as having delayed social and emotional skills.
- Create action plans for individual pupils.
- Create action plans for groups of children with similar delays in their social and emotional development.
- Deliver Thrive sessions for individual and groups of children.
- Ensure Thrive theory is embedded throughout the school through regular CPD sessions with the wider staff.
- Support and advise school staff on strategies to support children with delayed social and emotional skills.
- Collate and then analyse Thrive data for class, groups and individual children. Identify needs and plan to address these.
- Report and present data to the Senior Leaders and Governors of the school.
- Write and deliver an action plan to continue further development of the use of the Thrive Approach across the school.
- Manage the Thrive Rooms across the school, ensuring the spaces are well-resourced and developed to best support children's social and emotional skills.
- Work with other Thrive Practitioners to ensure all children with identified social and emotional needs are addressed in a timely and appropriate manner.

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
- set challenging and demanding expectations and promote self-esteem and independence
- 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

- 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 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.

Main Responsibilities

- Recognises how the quality of the academies provision has an impact on learning and on pupils' attitude to school
- Establish good relationships with children – interact positively with children, encouraging cooperation and mutual support; monitor children's well-being and readiness for class; provide help and support to children.
- Encourage good behaviour by using praise and reward and taking action with poor behaviour in line with school policy.
- Take pride in providing enjoyable childcare and activities for pupils.
- Build up warm and positive relationships with pupils.
- Consider the needs of pupils.
- Go out of your way to be helpful towards pupils.
- Anticipate pupils' needs and makes suggestions to support them.
- Speak clearly and listens carefully to pupils, using questions to check understanding.
- Be tactful when talking to pupils, parents and colleagues.
- Acknowledge all colleagues in a friendly and helpful way.
- Build effective working relationships with others by being open and honest e.g. admitting when a mistake is made.
- Acknowledge the needs of different people e.g. help new starters to settle in the school.
- Speak clearly to colleagues and listens carefully to colleagues, using questions to check understanding.
- Be tactful when talking to others.

- Treat all colleagues in a courteous and helpful manner, challenging racism and discriminating behaviour.
- Attend and participate in relevant meetings as required. Participate in training and other learning activities and performance development as required.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to REAch2's Equal Opportunities policies and to the standards of customer care.
- Be responsible for own Health & Safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

Person Specification

		Essential	Desirable
Philosophy	<ul style="list-style-type: none"> 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 	<p>✓</p> <p>✓</p>	
Experience	<ul style="list-style-type: none"> Working with children of primary school age Working with individuals and groups of children Experience of supporting children with SEN 	<p>✓</p> <p>✓</p> <p>✓</p>	
Qualifications & Training	<ul style="list-style-type: none"> Thrive training completed Very good Numeracy and Literacy skills – at least GCSE C grade or equivalent Minimum NVQ2 or equivalent qualification First Aid Qualification 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
Knowledge & Skills	<ul style="list-style-type: none"> 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 Willingness to 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
Personal Characteristics	<ul style="list-style-type: none"> 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 	<p>✓</p> <p>✓</p> <p>✓</p>	