



*Learning Support Assistant
Recruitment Pack
Required January 2024
(Fixed term contract until 31st August 2024)*



About The Learning Partnership Trust

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in 'learners today – leaders tomorrow'. Our primary objective is to ensure that all of the children within our schools get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development, preparing them for the next stage of education and life.

Vision and Values

The **vision** for The Learning Partnership Trust is to build '**learners today – leaders tomorrow**'.

To achieve the vision our **mission** is to establish high-performing, respectful, inclusive learning environments that enable children to equip themselves with the skills, knowledge, attitudes, emotional intelligence, belief and confidence to be ready for the next stage in their education and life. The vision is as relatable to every employee and partner of our Trust as it is to our children.

We have the following values:

- **The children and their families are at the centre of what we do;** empowered to learn and achieve; valued within our and their communities as visible, resilient, caring and responsible citizens.
- **Our employees and partners are passionate about being the best that they can be;** we value developing people's lives by striving to personally and professionally grow and support others to do the same.
- **The Learning Partnership Trust is relentlessly focussed on improvement;** it values and celebrates success and encourages collaboration to maximise success.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child-centred individuals. It is with and through them that we will make our vision a reality.

Hatfield Heath Primary School

Hatfield Heath School is unashamedly, a blend of both leading modern and traditional expectations, teaching and ethos.

We recognise that successful education is a team affair, involving children, parents, staff, governors, the community and other relevant external agencies, all working closely together to ensure optimum benefits for all.

We are a member of The Learning Partnership Trust.

Underpinning our standards is a belief in developing a range of personal qualities that support attitudes to learning, self and life.

Respect: for all members of the school community: for the beliefs and ideas of others and the environment we create.

Responsibility: for our own actions, our learning and our pursuit of excellence.

Tolerance: by understanding and celebrating difference and learning from each other.

Collaboration: by working together with different people towards a common goal. We are stronger as a team.

Perseverance: by never, ever giving up. To be the best we can be. Adopt a 'can do' growth mindset.

Determination: in wanting to do the right thing and striving to succeed.

For a flavour of our school please view the welcome video available on our website:

<https://www.hatfieldheath.essex.sch.uk/home>

Should you wish to know more you are welcome to visit and meet us and see and sense the atmosphere of a dedicated team of professionals working with all parties to provide the best education possible.

I look forward to seeing you,

Mrs Elisabeth Gelston, Head teacher

The Vacancy

Learning Support Assistant

Fixed term contract until 31st August 2024

17.5 hours per week (5 mornings)

Scale 3, Points 5-6 (£23,500-£23,893 pa pro-rata)

38 weeks per year (term time only)

Start date 8th January 2024

We are looking to appoint a flexible, enthusiastic, and conscientious Learning Support Assistant with good communication skills and a can-do approach. The successful candidate will have experience of working within Key Stage 1 and/or Key Stage 2 and be a hardworking team member whilst also able to work on their own initiative.

In return we will offer you:

- Enthusiastic, engaged children who are eager and ready to learn;
- A positive and supportive learning environment that promotes continual professional development;
- A friendly, welcoming team both within the school and as part of The Learning Partnership Trust

Visits or a phone call to the school are positively encouraged to discuss the particulars of the position.

Please apply via the Essex School Jobs website.

Closing date: 30th November 2023

Interview date: 7th December 2023

Job Description

Job Title	Learning Support Assistant
Grade	Scale 3
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.
Principal Accountabilities	<ul style="list-style-type: none"> • Working with individuals or small groups of children under the direction of teaching staff • Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.
Duties	<ul style="list-style-type: none"> • Establish positive relationships with pupils supported. • 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 • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Interact with, and support pupils, according to individual needs and skills • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour • Monitor and record pupil activities as appropriate writing records and reports as required • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher • To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid. • To assist with the preparation, maintenance and control of stocks of materials and resources. • Assist with the development and implementation of IEP/EHCPs • Liaise with other staff and provide information about pupils as appropriate

	<ul style="list-style-type: none"> • 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. • You may be required to undertake Midday Assistant duties as required by the school as part of this role
General	<ul style="list-style-type: none"> • 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. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>

Person Specification

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Experience of working with pupils with SEN Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the 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
	Team work	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

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:
 - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
 - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
 - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;
 - and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Trust Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race(which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and setting:
 - receipt of satisfactory references
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness for the particular role
 - verification of qualifications and of professional status where required e.g. QTS status
 - the production of evidence of the right to work in the UK
 - verification of successful completion of/exemption from statutory induction period
 - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
 - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Trust Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

The seriousness/level of the disclosed information e.g. was it a caution or a conviction.

How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.

The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.

The country where the offence/caution occurred.

Whether the individual shows or has shown genuine remorse.

If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history

Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the

purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust's retention schedule.

A copy of our Recruitment Procedure is available upon request.