



PEMBERLEY
ACADEMY

Application Pack

SEN 1:1 Learning Support Assistant

Start Date: September 2019

Pemberley Academy

Hodings Road

Harlow

CM20 1NW

01279 215745

Admin.Pemberley@reach2.org

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Letter from Steve Lancashire, Chief Executive, REAch2 Academy Trust

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 has academies based all across England and includes schools at various 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.

Teachers 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.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

The application process and timetable

You are invited to submit an application form, which is available together with this document.

Closing date for applications: Friday 31st May 2019

Interviews w/c: Monday 10th June 2019

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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

To obtain an application pack please contact:

**Mrs Michelle Sortwell, School Business Manager – Admin.Pemberley@reach2.org
Or download from www.pemberleyacademy.co.uk under the vacancies heading.**

Completed application forms should be sent for the attention of:

Mrs M Sortwell, School Business Manager

Pemberley Academy, Hodings Road,

Harlow, CM20 1NW

OR electronically (remembering to sign it first) to:

Admin.Pemberley@reach2.org

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our Regions

- West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
- East Anglia covering – North East Essex and Suffolk
- South Central covering - Croydon, Bexley, Kent and Sussex
- North Central covering – Essex, Reading, Hertfordshire, London

Our cornerstones and touchstones

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** 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 will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Job Details

Job Title:	SEN 1:1 Learning Support Assistant
Salary:	SCP 3 £18,065 pa pro rata
Responsible to:	Class Teacher; EYFS Lead; SLT; Headteacher
Job purpose:	To work with a specific SEN child in reception class that has an EHCP in place. This child has an EHCP and are in need of 1:1 provision.
Contract:	This will be a fixed term contract, which will be tied into the provision of the specific SEN child. If the child leaves the school (i.e. Yr6 leaver or moves to alternative provision), then this post will cease. However, if there are other vacancies available at the school the employee will be able to apply.

Job Description – 2017-18

Job Title	Learning Support Assistant – SEN
Grade	SCP 3 - £18,065 pa pro rata
Reports to	Class Teacher; SLT; Headteacher; SENCo
Responsible for	1:1 support for a named child
Liaison with	Teaching staff, support staff, Headteacher, Inclusion Leader, pupils.
Job Purpose	To provide support for the named pupil to ensure they are fully included in all activities undertaken by the class and that they make excellent progress towards their individual outcomes.
Principal Accountabilities	<ul style="list-style-type: none"> Working with an individual or small group of children under the direction of teaching staff Implement planned learning activities and 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. Develop knowledge of the particular needs of the named child and seek advice from the class teacher, inclusion leader and outside agencies as required To attend to pupil's personal needs including feeding, toileting and medical needs To be involved in the planning and preparation of day to day activities alongside the class teacher and other staff team members and provide feedback on the progress of the child or children To aid access to the full range of learning experiences both inside and outside the classroom by making adaptations where necessary To make or modify resources as required To deliver individual learning programmes and interventions as required Facilitate inclusion in small group activities with peers and support interaction between them To support the organisation and development of an inclusive learning environment both inside and outside the classroom To contribute to relevant meetings with outside agencies and to review the child's progress and consider next steps

	<ul style="list-style-type: none"> • Assist with the review, development and implementation of one plans, learning plans and the annual review of the EHCP • To support the named pupil in the playground, being mindful of their health and safety in relation to their individual needs and encourage safe, interactive play with peers. • To attend training and meetings as deemed appropriate for the needs of the child • To work as part of the team to ensure the child is fully included within the classroom and as part of the school community
General	<ul style="list-style-type: none"> • To understand and apply school policies in relation to health, safety and welfare and the statutory guidelines relating to disability discrimination and special educational needs • To understand, apply and take responsibility for following all school policies in relation to personnel matters • 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 Headteacher to carry out appropriate duties within the context of the job, skills and grade.

LEARNING SUPPORT ASSISTANT - SEN

Person Specification

General heading	Detail	Examples
Qualifications & Experience	qualifications & experience	<p>Required Experience of working with SEN children. GCSE Grade C or equivalent qualifications in maths and English Successful experience working with children in a school/early years environment.</p> <p>Desirable Experience of working with SEN children on the autistic spectrum Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification. Completion of Teaching Assistant Induction Programme at Higher Level.</p>
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid.
	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	Experience of working with pupils with communication difficulties. Ability to 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. Experience dealing with children on the autistic spectrum
	Curriculum	Good understanding of the school curriculum. Knowledge of English/ maths curriculum.

	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 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.