

RECRUITMENT PACK

Learning Support Assistant (Interventions)

Resilience, Excellence, Respect



Colchester Academy

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Essex

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Dear Applicant

Thank you for your interest in working at Colchester Academy. I hope you will be encouraged to apply for what we consider to be a challenging and rewarding position.

Here at Colchester Academy, we strive to ensure that our young people receive the very best education, realise their full potential and are prepared to become responsible and successful citizens. Together we have an unrelenting focus on the individual and create a culture where we develop students' character, with absolute commitment, giving our young people the currency they need for their future.

Colchester Academy is a secondary school located in the heart of Colchester, Essex, and is graded 'GOOD' by OFSTED (2018 and 2023). Part of a local Academy Chain, Penrose Learning Trust, this is an incredibly exciting time for us to appoint someone who is hard working, has high levels of integrity, can lead a team to greatness and passionately believes in the power of education to change lives.

We offer a positive and supportive workplace where staff go the extra mile, for students and for each other. A place where we provide excellent opportunities for career progression and advancement, and where the culture is one of equity and fairness built on relationships developed out of mutual trust and respect.

Colchester Academy is an outward facing research based school, with pedagogy firmly rooted in the Principles of Instruction and a knowledge rich curriculum. We are looking to appoint someone intent upon driving up standards, delivering excellent teaching and inspiring the same in others, and helping lead the school towards excellence.

We can promise you unswerving dedication from a talented group of staff who believe passionately in giving the very best opportunities to all of the young people within our community, both inside the classroom and beyond, to enrich their education with many and varied opportunities.

Please look through the application pack, our website or even come and visit us, to see for yourself what Colchester Academy can offer you.

If you have any questions or would like to visit the Academy, please contact Michelle Robinson, HR Officer on 01206 878878 or email mrobinson@colchesteracademy.org.uk

Yours faithfully,

Mrs J Betts
Principal

Job Description



LSA Interventions

Reports to:	Head of Inclusion
Salary:	Scale 5 point 8-11
Hours/Weeks	32.5 hours per week, 38 weeks
Job Purpose:	This post has three main purposes; firstly the provision of support to students in lessons; secondly working with small groups of students withdrawn from lessons; and thirdly assisting with the IEP

KEY ACCOUNTABILITIES AND RESPONSIBILITIES:

Interventions Lead

- Plan and lead group work intervention sessions for students (literacy/numeracy/EAL/other).
- Complete initial assessments of SEN and EAL students joining the Academy.
- Plan and implement support for students (literacy/numeracy/EAL/other).
- Maintain relevant interventions registers and other databases ensuring that literacy/numeracy/EAL/other interventions are centrally recorded.
- As required liaise with external agencies with regard to the Academy's SEN and EAL students.

Support for students

- Act as Key Worker for identified students setting and monitoring progress towards targets as required.
- Work with students in lessons under the direction of the class teacher to enable them to access the curriculum using initiative to identify which students require support.
- Establish positive relationships with students supported.
- Support students with activities which support literacy and numeracy skills – either in lessons or working with withdrawal groups.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.

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- Promote positive student behaviour in line with Academy policies and help keep students on task.
- Interact with, and support students, according to individual needs and skills.
- Promote the inclusion and acceptance of students with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.

Support for teachers

- Provide feedback to the teacher on student progress and behaviour.
- Where possible meet with the teacher in advance of the lesson to discuss lesson content and teaching and learning strategies.
- Where appropriate arrange/provide resources for lessons/activities in order to facilitate differentiation.

Individual Education Plans –

- Assist with the development and implementation of IEPs.
- As required review IEPs, reviewing and setting targets.

Additional Duties

As a member of staff working in a school setting to have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and well-being of staff.

To undertake duties as a member of staff in a school that works in partnership with other organisations, to contribute to the development and sharing of good practice into partnerships with other schools and relevant bodies. This may include undertaking duties and work in other schools and at other locations.

To carry out such other duties which may be required from time to time, within the grading of the post.

Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be friendly, helpful and welcoming to parent/carers and others visiting or making contact with the school.
- To provide a good role model for students and staff.
- To support and uphold the aims, values and ethos of the school.
- To develop a relationship with students which is professional, firm, fair, caring and friendly, and based upon mutual respect.
- To maintain an appropriate and professional distance with students in more informal situations.
- Use the school's positive behaviour policy to deal with student behaviour in a manner which is appropriate to the context.

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- To celebrate and praise the achievements of staff and students.
- To deal with students in a manner which conveys mutual respect.
- Not to behave towards students in a manner which is aggressive, intimidating or demeaning in any way.
- Be smartly and professionally dressed.

Miscellaneous

- To continue personal development as agreed at performance review meetings.
- To engage actively in the performance review process.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To comply with safeguarding policies at all times
- To show a record of excellent attendance and punctuality.
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work.

Penrose Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

It is impossible to define clearly the exact nature of any job in a school. Therefore, the purpose of this job description is to outline the main duties that have to be fulfilled. When there is an emergency or in times of difficulty, absence or sickness, it is necessary to take on a variety of tasks and responsibilities regardless of job description under the direction of the Principal or other nominated person.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation

Person Specification



LSA Interventions

Criteria	Essential to basic performance of job	Desirable for fully competent performance of job
QUALIFICATIONS		
	<ul style="list-style-type: none"> • Good literacy and numeracy skills (level 3) • Good general standard of education 	
EXPERIENCE		
		<ul style="list-style-type: none"> • Recent experience of working with secondary aged children • Knowledge of SEN issues
KNOWLEDGE		
	<ul style="list-style-type: none"> • Commitment to own professional development 	
PERSONAL ATTRIBUTES		
	<ul style="list-style-type: none"> • Good communication skills with young people and adults • Team membership skills • Resilience, commitment, energy and enthusiasm • Creativity and imagination and a sense of humour • Good organizational and time-management skills • Ability to work calmly under pressure 	