



*Application pack for the post of:*

**Graduate Learning Support Assistant**

**Start Date: September 2019**

**Pemberley Academy**

Hodings Road

Harlow

CM20 1NW

01279 215745

**[admin.pemberley@reach2.org](mailto:admin.pemberley@reach2.org)**

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# Letter from Sir Steve Lancashire, CEO, 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.

**Sir Steve Lancashire**

**CEO, 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: 31<sup>st</sup> May 2019**

**Interviews w/c: 10<sup>th</sup> 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 download from the following:**

[www.pemberleyacademy.co.uk](http://www.pemberleyacademy.co.uk) – under the recruitment heading

[www.essexschoolsjobs.co.uk](http://www.essexschoolsjobs.co.uk) – search position advertised

[www.reach2.org](http://www.reach2.org) – under vacancies

**Completed application forms should be sent to:**

Mrs Michelle Sortwell

Pemberley Academy

Hodings Road, Harlow, CM20 1NW

**OR emailed to:**

[admin.pemberley@reach2.org](mailto: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](http://www.reach2.org)**

## Job Description

<b>Job Title:</b>	Graduate Learning Support Assistant
<b>Band/Grade:</b>	Band 2 Point 3 £18065 pa pro rata
<b>Responsible to:</b>	Head of School/ Phase Lead/ Class teacher
<b>Liaison with:</b>	Teaching and Support Staff/ SENCo/ Parents/ Outside agencies
<b>Job Purpose</b>	To provide a sound learning environment for children in conjunction with the class teacher. To assist class teacher in preparation and delivery of the curriculum. To support children during Literacy and Numeracy lessons.

### Main Duties:

#### *Supporting the pupils*

- To supervise and support pupils in a variety of learning and social contexts.
- To work with pupils both in and out of the classroom, individually or in small groups.
- To establish a supportive and trusting relationship with the pupils.
- To develop appropriate resources to support the pupils.

#### *Supporting the curriculum*

- To develop a knowledge of literacy, numeracy, ICT and other national curriculum subjects relevant to the pupils' abilities.
- To develop a broad knowledge of additional educational needs and how teaching methods are adapted to meet these needs.
- To develop and adapt resources to support the curriculum.
- To facilitate pupils' access to the curriculum.
- To be prepared to change children as necessary.

#### *Supporting the teacher*

- To assist the class teacher and other professionals in the delivery of the curriculum.
- To undertake the additional tasks e.g. display, photocopying etc. that have been removed from the role of teachers under workforce reform.
- To contribute to the maintenance of pupils books and records.
- To provide relevant feedback about pupils to the teacher.
- To take part in class or pupil planning meetings as required.
- To prepare classroom equipment, work and resources and tidy as appropriate.
- To actively support the behaviour strategies put in place by the class teacher.

#### *Supporting the school*

- To attend relevant in-service training.
- To liaise and consult with other members of the team.
- To be aware of school procedures, especially those relating to health and safety and child protection.
- To maintain confidentiality.
- To maintain links between home and school via contact books.
- To actively support the school's Behaviour Policy.
- To undertake duties, falling within the remit of this post, at the discretion of the head teacher.

## PERSON SPECIFICATION

Attributes	Essential	Desirable
<b>Qualifications</b>	<p>GCSEs A-C Grades Maths and English</p> <p>Undergraduate/Postgraduate (1<sup>st</sup>/2<sup>nd</sup> degree)</p>	
<b>Experience</b>	<p>Able to demonstrate ability to work constructively as part of a team.</p> <p>Ability to understand classroom roles and responsibilities, and own position within these.</p>	<p>Experience of working in a Key Stage 1 or 2 setting.</p>
<b>Knowledge and Understanding</b>	<p>Ability to relate well to children and adults.</p> <p>Effective use of ICT to support learning.</p> <p>Good understanding of child development.</p>	<p>Previous experience of working with or caring for children of relevant age.</p> <p>Ability to plan effectively for intervention support</p>
<b>Personal Qualities</b>	<p>Positive attitude towards children, staff and parents.</p> <p>Effective time management and organisation skills.</p>	