



Learning Support Assistant Application Pack



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Letter from Cathie 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 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 includes schools at all 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.

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 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.

Cathie Paine

CEO



Our 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

KS2 LSA at Camulos Academy

Post:	Learning Support Assistant – KS2
Job Terms:	Part time, 32.5 hours per week, 8.30am-3.20pm Monday to Friday
Appointment:	Permanent, 39 weeks – TTO plus 5 INSET days
Salary:	NJC Scale Points 5 – 6, £23,500 – £23,893 pro rata
Start Date:	September 2024

Bringing Learning to Life

We are looking for a candidate to join our team of Learning Support Assistants. We are looking for a highly motivated Level 2 Learning Support Assistant to join our team as soon as possible, initially for KS2. Camulos Academy, part of REAch2 offers a supportive environment and your career development will be encouraged.

The role of Learning Support Assistant is central to enabling excellence for all our children at Camulos Primary Academy. It is a role which has an influence on all children in the school, supporting all aspects of their experience within their school day- learning, play, transitions and routines.

Learning Support Assistants follow teacher's guidance and direction for their role in the day-to-day teaching and learning provision for children, including those with Special Educational Needs, English as an Additional Language, those more-able learners and those eligible for the Pupil Premium Grant. There is expectation that Learning Support Assistants are able to respond to the needs of the children and adapt their support appropriately in a responsive way. Whether you are new to the role or have experience to bring, you will receive coaching and mentoring from experienced teachers and leaders in the academy and trust to ensure that you are supported in all aspects of what you do.

Background Information about the School

Our school, which opened in September 2016, was built in the area known as the Northern Gateway to the north of Britain's oldest recorded Roman town, Colchester. An area that has been developed to create a place where local people and visitors alike can choose how they can shape healthy, active lifestyles for themselves and their families.

We are a vibrant and dynamic community and provide a rich and exciting curriculum to develop the confidence and enthusiasm for learning that will take our pupils through Primary to Secondary and beyond. Our school motto is 'Bringing learning to Life' and this summarises our school values and priorities. You will see this motto encompassed by the wide range of rich learning opportunities and extra-curricular clubs on offer.

We teach key skills and knowledge that lead to understanding and develop the confidence to succeed.

We are committed to providing a caring, happy, welcoming environment that meets the needs of each child and ensures that all children have equal access to a broad and balanced curriculum including interaction with, and appreciation of, the arts and many opportunities for wider enrichment.

We develop in children a desire for life-long learning and an understanding of different cultures, traditions and societies as well as to respect individual rights and responsibilities.

We are committed to inclusion, believing that every child has the right to succeed. We take responsibility to ensure that any barriers to learning are overcome and that all children experience success in contexts that are highly relevant for them.

Our parents and community are key partners and we are committed to working together to sustain a strong sense of community, promote educational achievement, raise children's self-esteem and engender a sense of pride in our school and communities.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Camulos Academy](#)

As a member of the REAch2 Trust, a national family of primary academies, Camulos Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Camulos Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

Camulos Academy opened in September 2016 in Colchester, Essex.

We will offer you:

- training opportunities within our Multi Academy Trust, REAch2
- a stunning school environment
- a friendly and enthusiastic staff team and amazing pupils.

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. It is a growing charitable organisation currently supporting sixty primary academies across England, including two in Colchester. REAch2 is a family, connected by a common desire to learn from each other, share experiences and be mutually supportive across the entire academy community. We work as a team to deliver exceptional learning opportunities for all pupils in REAch2.

The application

You are invited to submit an application form to Mrs Frith- Sly, Headteacher, via: [My New Term](#)

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.

To arrange an informal discussion please contact Mrs Frith-Sly, via the main school office on: 01206 588588 or by email office@camulosacademy.co.uk

The application process and timetable

Application deadline:	Midday, 10 th July 2024
Interviews:	TBC
Contract Details:	Permanent, Term Time Only, Plus 5 INSET days
Salary:	Points 5-6 (Pro rata to hours and weeks worked)
Start date:	September 2024

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: Learning Support Assistant (LSA)

Responsible to: Class teacher

Line manager: Phase Lead

Job purpose:

Learning Support Assistants (LSAs) are an important valued member of the teaching team. As well as working directly with the children's teacher, the LSA is encouraged to use his/her own initiative and skills to enhance the quality of teaching and learning for the children

Context of Role:

- A Learning Support Assistant will work under the direction of a Teacher, supporting learning of individuals and groups within classes or in intervention areas within the school
- A Learning Support Assistant will be utilised to support where the need is the greatest and this may involve vertical groupings for targeted interventions/ quality additional teaching
- The school welcomes practitioners of high professional standard and shares the responsibility with each practitioner for continual review and the development of expertise.
- All Learning Support Assistants make a valuable contribution to the school's development and, therefore, to the progress of all children.

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
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- 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
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required

- 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 Class Teachers

- establish productive working relationships with learners, acting as a role model and setting high expectations
- promote the inclusion and acceptance of all learners
- encourage learners to interact with others and engage in activities led by the teacher
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to learners in relation to progress and achievement under guidance of the teacher
- 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
- be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
- 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
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Support for the curriculum

- follow the curriculum plans and learning programs and obtain and use equipment and materials appropriate to the learning objectives and learners' developmental needs
- obtain accurate and up-to-date information on learners' current literacy and numeracy skills

- agree appropriate support strategies with the teacher to provide support across the curriculum and obtain the resources needed to implement these strategies
- promptly inform the teacher when a learner is experiencing learning difficulties that cannot be resolved
- use appropriate strategies for introducing learners to key words to help them access the curriculum
- respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- monitor learners' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- provide relevant information to the class teacher about students' learning achievements on a daily basis
- provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- use appropriate strategies for challenging and motivating learners to learn

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.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Philosophy		
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	*	
Experience		
Working with children of primary school age	*	
Working with individuals and groups of children	*	
Experience of supporting children with SEN	*	
Qualifications & Training		
Very good Numeracy and Literacy skills – at least GCSE C grade or equivalent	*	
Minimum NVQ2 or equivalent qualification	*	
First Aid Qualification		*
Knowledge & Skills		
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	*	
Personal Characteristics		
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	*	

All staff are expected to understand and be committed and to contribute to Trust's commitment to Equal Opportunities for all.