



**SEND LSA (Fixed term) 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

**SEND Learning Support Assistant at Langtons Junior Academy**

**Contract details:** 32.5 hours per week**,** Fixed term (31/08/25) Term time only

**Salary:** NJC Outer London 36 SCP 3-10 (FTE £26,238 - £29,139)

We wish to appoint a Special Education Needs Learning Support Assistant to start in September 2024. The Learning Support Assistant role is vital to the school and involves supporting children with a variety of needs including Education, Health and Care Plans (EHCP’s). We are particularly interested in speaking to individuals who have a background in Speech and Language, ADHD, SEMH and Autism.

SEND Learning Support Assistants 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.

**In particular, successful applicants should have:**

* At least one years experience of working with SEND children in the primary age range
* Experience of working with children in a friendly, busy environment
* An understanding of children with SEN needs
* Level 2 qualification in play work/childcare
* Paediatric first aid qualification (desirable)
* Knowledge of child safeguarding procedures
* Have a sympathetic understanding of the emotional, social and intellectual needs of children with special

educational needs

* Motivated to work with children with special educational needs and to inspire confidence in them

**You should:**

* Be calm, patient and have good listening skills
* Have the ability to build effective relationships with students, parents and other staff
* Be reliable, trustworthy, discreet and able to maintain confidentiality
* The ability to relate in a firm and friendly way with a wide range of personalities
* The ability to use initiative
* Be willing to undertake direction and guidance
* Have a good understanding of behaviour management strategies
* Be able to work as part of a team

**In turn, we can offer you:**

* The opportunity to continue to be part of and to build on our exceptional learning and teaching and personal

development offer for our children;

* The opportunity to help continue to build and develop our team and to accentuate the ethos and culture of our

school;

* The opportunity to make a difference to children’s lives;
* The chance for your skills to flourish and develop with practical support and encouragement;
* High quality training and development through one of the country’s leading Multi-Academy Trusts;
* The opportunity to work with children from diverse ethnicities and cultures;
* An inclusive ethos where every child is valued and supported to achieve their potential;
* A future career flightpath within REAch2 Academy Trust;
* Friendly, supportive, enthusiastic and hardworking colleagues, staff and Governors

If you feel you have all the necessary attributes, are highly motivated, committed to making a positive difference to children’s lives and want to be part of creating a legacy for the future – apply now! We look forward to receiving your application.

**Background Information about the School**

At Langtons Junior Academy, we are a community who work collaboratively to develop all members into passionate, resilient, lifelong learners with a desire and thirst for knowledge.

All members of the community are encouraged to acquire and develop the tools and skills to be successful throughout life, becoming reflective learners who always strive for excellence. We develop an ethos where all members feel safe and secure and are prepared to take risks and challenge themselves.

We strive to create an exciting and inspirational environment to enable students to take ownership of their learning and become motivated to achieve their full potential.

We aim to achieve this by:

* developing a creative curriculum which engages and motivates, taking into account individual experiences and interests
* developing an innovative approach to our teaching and learning whilst identifying individual needs and strengths
* celebrating perseverance and determination as well as outcomes and attainment
* encouraging children to take ownership of their learning and reflect on their progress to ensure they are always moving forward
* valuing all members of the Langtons community and giving them an opportunity for their voice to be heard
* having and sharing high expectations of all members of our community
* providing learning opportunities for the whole school community

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 [Langtons Junior Academy](https://www.langtonsjunioracademy.co.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Langtons Junior 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. Langtons Junior 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.

# The application

You are invited to submit an application form to Anna Thorpe, Headteacher at [My New Term](https://mynewterm.com/trust/Reach2-Academy-Trust/672956683)

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](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) 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 the school office on: 01708 442013

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | 5th July 2024 – however, applications will be reviewed and shortlisted upon reciept |
| **Interviews:** | TBC |
| **Contract Details:** | 32.5 hours per week, Term time only, Fixed term, one academic year  (to 31/08/2025) |
| **Salary:** | NJC Outer London 36 SCP 3-10 (FTE £26,238 - £29,139) |
| **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](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post:** **SEND Learning Support Assistant (LSA)**

**Reports to:** **Headteacher**

**Job purpose:**

SEND Learning Support Assistants (SEND 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
* 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 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.

**Specific SEN Support:**

* To assist teachers planning and working with the child and working under the direction of teachers, Inclusion Manager and outside agencies (e.g. EIS, IDS).
* Discuss the child’s progress and specific needs with relevant staff.
* To follow recommended teaching methods and techniques as indicated in the EHCP.
* To liaise with parents/carers about the child’s learning and development.
* To support children in small groups or on a one to one basis in the classroom or through withdrawal

# Person Specification

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Fulfil the requirements of an enhanced DBS disclosure | \* |  |
| Right to work in the UK | \* |  |
| Knowledge/Qualifications and experience | | |
| Hold a recognised and relevant NVQ Level 2 qualification | \* |  |
| Hold a First Aid qualification |  | \* |
| Have previous experience of working as a Learning Support Assistant in a school |  | \* |
| Have previous experience working with children who have special educational needs |  | \* |
| Skills , abilities and personal attributes | | |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  |
| Commitment to promote and support the aims of REAch2 | \* |  |
| Ability to utilise ICT to support learning | \* |  |
| Be calm, patient and have good listening skills | \* |  |
| Motivated to work with children with special educational needs and to inspire confidence in them | \* |  |
| Able to form and maintain appropriate relationships and personal boundaries with children | \* |  |
| Demonstrate emotional resilience in working with challenging behaviours | \* |  |
| Able to co-operate with other staff and have good communication skills, relating well to parents and other adults | \* |  |
| Have a sympathetic understanding of the emotional, social and intellectual needs of children with special educational needs | \* |  |
| Able to take direction and prepared to work independently and sow initiative and ready to adapt when required | \* |  |
| Be reliable, trustworthy, discreet and able to maintain confidentiality | \* |  |
| Have a good sense of humour and good interpersonal skills | \* |  |
| Be committed to own professional development and undertaking training and short in-service courses when required | \* |  |

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