



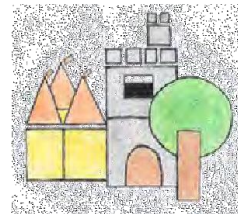
Miers Court Primary School

Candidate Briefing Pack Year 3 & 4 Learning Support Assistant



Learning Support Assistant

Job Description



Job Title: Learning Support Assistant
Department: KS1
Responsible to: Inclusions Manager/Deputy Headteacher
Remuneration: NJC D2 12-21

General description of the post

The holder of this post is expected to carry out the professional duties of a Learning Support Assistant as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

School Improvement Plan Priorities

Support Staff within the school are expected to make a valuable contribution to the School Improvement Plan priorities for the current academic year:

- Ensuring that the curriculum is accessible and supportive of all children's needs, offering high expectations and opportunities for sustained and substantial gains for all groups
- Underpinning teaching with a thorough understanding of the curriculum requirements, skills progression and how to secure mastery
- Equipping children with the skills to be confident and self-assured learners, who have high aspirations for themselves.

Personal and professional conduct

Values and behaviour

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

Support Staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;

- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Support Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Learning Support Assistant Role:

To support pupils, parents, teachers and the school to establish a supportive and nurturing learning environment in which children make good academic progress.

Key responsibilities:

- To support individuals and groups of pupils to help them learn
- To support teachers, parents and other colleagues to help create an effective and purposeful learning environment.

Learning support:

- Promote inclusion and acceptance of all pupils in the school, including those with physical, learning and behaviour difficulties
- Work with teachers to assess the needs of individual children
- To develop knowledge of a range of learning support needs relevant to the school
- To develop an understanding of the specific needs of pupils to be supported
- To manage pupils as advised by the classroom teacher
- To establish a warm and supportive relationship with the pupils concerned
- Work with the SENCO/Inclusion Lead and other teachers to implement the EHCP and develop resources for pupils for have: English as a second language, speech of language impairments, or behaviours that interfere with learning and/or relationships
- Plan and facilitate small group teaching
- Plan and undertake direction for one to one teaching and intervention
- Observe, record and feedback information of pupil performance
- Assist in creating materials for curriculum delivery and display boards
- Assist with whole class teaching and cover the class teacher where appropriate
- Assist with behaviour management within and outside of the classroom
- Assist pupils' achievement outside of the classroom eg. computer lab, library.

Additional Duties:

- Assist with follow-through for related services eg. speech/language therapy, occupational therapy and physical therapy;
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example; and
- At the request of the Headteacher may be expected to undertake/complete any reasonable duties expected of a Learning Support Assistant.

Conditions of Employment:

The post is graded at NJC D2 12-21.

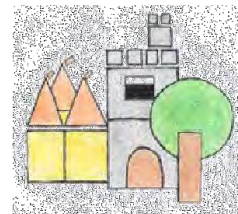
The working week is 30 hours per week.

The holder of this post is expected to be flexible about these hours as and when necessary.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher and following consultation with you and will be reviewed annually as part of the appraisal process.

Miers Court Primary School

Person Specification



Post: Learning Support Assistant

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
Education & Qualifications	
<ul style="list-style-type: none"> Maths & English GCSE or equivalent Grade C and above Certified teaching assistant course of training 	<ul style="list-style-type: none"> Evidence of ongoing Professional Development
Experience	
<ul style="list-style-type: none"> Experience of establishing successful learning relationships with a variety of pupils at the relevant age Experience of the role of a TA and in particular organisation and management 	<ul style="list-style-type: none"> Experience of working within a school environment
Knowledge and Understanding	
<ul style="list-style-type: none"> First Aid Training Maintain pupil and family confidentiality Attend regular meetings as and when required Training and equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed 	
Characteristics and Competencies	
<ul style="list-style-type: none"> Good communication skills including written and oral Good numeracy and literacy skills Competent with computers and other technology Good administrative and organisational skills Able to lead intervention sessions Ability to promote the school's aims positively Ability to develop good personal relationships within a team; making an effective contribution to high morale 	

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| <ul style="list-style-type: none">• Ability to create a happy, challenging and effective learning environment• A solution-focussed mindset and determined “no-excuses” approach to raising standards• A personable nature to build effective relationships with parents and all members of the school community• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description• Ability and keenness to promote the school’s positive culture and ethos• Understands the importance of confidentiality and discretion. | |
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Welcome to

The Howard Academy Trust

As a Trust, we currently comprise of Medway secondary and primary schools. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to deliver an outstanding education for children and young people. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

Owen McColgan
Chief Executive
The Howard Academy Trust





Working together to build a community of successful learners

Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

Excellent teaching and learning that promotes inclusivity;

Regular opportunities for collaborative CPD to ensure best practice across academies;

A proactive network for joint working across academies, for staff at various career stages;

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

The unique character of each academy is valued and contributes to the THAT whole Trust ethos;

Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

Each academy is a hub for its local community and families;

Facing outwards and working in collaboration with other organisations and stakeholders;

A centralised team that allows academies leaders to focus on their core purpose of education.



Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Temple Mill Primary School
240 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
460 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Miers Court Primary School
400 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Waterfront UTC
270 Pupils on Roll
Rated Good by Ofsted
Located in Gillingham, Kent



The Abbey School
1,200 Pupils on Roll
Located in Faversham, Kent

Further information about our
academies can be found at
www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2018, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone. This money will then appear in your bank account within minutes.

Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD, PPA, departmental training, and wellbeing afternoons.
- Trust-wide training events and Trust Day events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.

Wellbeing

- Full Time support staff receive 23 days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Mindfulness taster sessions.

Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens for breakfast items and a full lunch menu.
- Free car parking at each Trust site.



Hear from staff across the Trust





Welcome to Miers Court Primary School

We are a happy 2 form entry Primary and are proud of our reputation as a friendly and caring place where are children are encouraged to be the very best they can be in all aspects of school life. Our children have a strong voice here; from our School Council to our House Captains, pupil leadership is highly valued and there are lots of opportunities for children to contribute to our school community.

Our curriculum is aimed at sparking the children's interest and allowing their curiosity to grow. Through the opportunities that the curriculum offers and our promotion of life-long learning skills we aspire for the children to build their independence and resilience and to have a sense of pride in all of their learning.

We happily welcome visitors who would like to find out more about us, please contact the office to arrange a visit.

We look forward to receiving your application.

Mrs Chapman,
Head of School





Miers Court Primary School is a community primary school serving the full primary age range from 4 to 11. At present there are 420 children on roll. On 1 August 2017, Miers Court Primary School became part of the Howard Academy Trust.

School Characteristics

NOR:	402
Age Range:	3-11
Gender of Pupils:	Mixed
OFSTED Rating:	Good
Disadvantage (PP+FSM):	11%
SEN:	18%
EAL:	3%



Hear from our current staff