

**1:1 SEND Learning Support Assistant Application Pack**



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# Letter from Sir Steve Lancashire, Chief Executive, 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 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.

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**

**Chief Executive, REAch2 Academy Trust**

# Letter from Miss Homer, Headteacher, Kemsley Primary Academy

Dear Candidate
We are looking to recruit a 1:1 SEND Learning Support Assistant to support one of our new Reception children.  This position is subject to high needs funding.  Therefore, please be aware that the contract will cease if the high needs funding for the child ceases.

We are a one form entry school in Sittingbourne, Kent.  We have a very popular Nursery which offers flexible hours for children.  Many of our nursery children join our reception class.

 We offer:

* *a good school (Ofsted February 2019)*
* a bespoke CPD package to support people at every stage in their career
* leadership development opportunities that help you realise your full potential
* a hard-working, supportive team with committed governors and parents
* Polite and well-mannered children
* Enthusiastic and inquisitive learners
* Kind and caring colleagues
* An  encouraging and supportive senior leadership team

The successful candidate will:

* be highly motivated
* have consistently high expectations
* nurture a thirst for knowledge and understanding and a love of learning in all pupils
* be committed to raising standards and achieving excellence for all
* be a committed member of our school team

Unfortunately, due to current social distancing measures, visits to the school are not permitted at this time. However, if you require further information about our school, please feel free to email the Headteacher or browse our school website.

To apply, please complete the application form attached, referring to the job description. Once completed, please send your application to the Headteacher, Miss Iris Homer, by email: homeri@kemsley.kent.sch.uk Shortlisting will take place on Wednesday 9th December and shortlisted candidates will be contacted on the following day and provided with details of the interview. Interviews will take place on Thursday 10th December by zoom call. References will be requested prior to interview.
 **Miss Homer**, **Headteacher, Kemsley Primary Academy**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

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

**1:1 SEND Learning Support Assistant at Kemsley Primary Academy**

We are looking to recruit a 1:1 SEND Learning Support Assistant to support one of our new Reception children.  This position is subject to high needs funding.  Therefore, please be aware that the contract will cease if the high needs funding for the child ceases.

**Background Information about the School**

Kemsley Primary Academy was opened in September 2004 and is a single form entry primary school with a very popular nursery, situated in Sittingbourne, Kent.

Our main school can take up to 210 children with 30 pupils in each class. Our nursery is able to take 52 children for five half-day sessions of two and a half hours – 26 children in the morning and 26 children in the afternoon; many children stay all day as part of our flexible care offer and for those entitled to 30 hours provision. Many of our nursery children join our reception class.

Each classroom door is painted a different colour of the rainbow; Year R is red, Year 1 is orange, Year 2 is yellow, Year 3 is green, Year 4 is blue, Year 5 is pink and Year 6 is purple.

We are very fortunate to have such vast grounds. Outside, the grounds are laid out into separate play areas; Nursery, Year R, Key Stage 1 (Years 1 & 2) together and Key Stage 2 (Years 3 – 6) together. Usually we would encourage free flow around the areas at lunch times to allow the children to play together regardless of year group, however due to COVID19 restrictions we are currently having staggered playtimes in bubbles. Our large field is ideal for games. We also have a woodland conservation area which we use all year round.

We have an open door policy and value the support of parents. We are pleased to welcome parent helpers into school.

# The application

You are invited to submit an application form to Miss Iris Homer, Headteacher, homeri@kemsley.kent.sch.uk

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 Miss Iris Homer, Headteacher, homeri@kemsley.kent.sch.uk

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Wednesday 9th December 2020 (Noon) |
| **School visits:**  | N/A |
| **Interviews:**  | Thursday 10th December 2020 (TBA) |
| **Contract details:** | Fixed Term |
| **Salary:**  | KR3 |
| **Start date:** | 1st January 2021 |

The 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 academies and academy personnel 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 of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit 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 after six months from notifying unsuccessful candidates, 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 details 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

**Grade**: KR3

**Responsible to**: SENCO

**Purpose of the Job:**

To work under the direction of the class teacher and SENCO to provide personalised support to meet the needs of a pupil with complex needs within our school. To deliver interventions and enable the pupil to learn successfully in class and for the pupil’s provision to be as inclusive as possible. To take direction as appropriate from the Class Teacher or SENCO as to what reasonable adjustments should be made for the pupil to be successful in school. To liaise closely with the Class Teacher and SENCO to agree suitable provision in line with the pupil’s Education, Health and Care Plan, including out of class support or supervision as necessary.

**Main duties and responsibilities:**

* To be responsible for the support and wellbeing of a pupil with a social communication difficulties and physical needs. This support will be flexible and tailor-made to the pupil’s needs as necessary.
* Liaise with the class teacher to understand the objectives of each intervention/lesson.
* Assist the teacher with observation and monitoring of the progress of the pupil, both educationally and socially.
* Assist the pupil with their hygiene and physical and medical needs if required and to assist with dressing and undressing for PE, etc. if help is needed.
* Supervise at playtime and lunchtime to ensure the safety and well-being of the child. Participate in and supervise pupils in off-site activities, including those to meet pupil’s individual needs.
* Under the direction of the Class Teacher or SENCO to deliver support programmes and activities, differentiating as necessary and prepare resources. Report back progress to the Class Teacher and SENCO.
* To assist Class Teachers as required.
* If necessary, check and contribute to home-school contact book, taking direction from the class teacher.
* Undertake training and attend relevant meetings within contracted hours as required to ensure CPD
* Such other reasonable duties as the Headteacher may from time to time require.

All members of staff are expected to assist with keeping themselves and others safe. All staff have a responsibility to report any hazards and raise management’s awareness of any Health and Safety issues.

As a member of staff at Kemsley Primary Academy you are responsible for working with the staff, parents, pupils, and other agencies to safeguard and promote the welfare of all children at school.

All members of staff are expected to promote positive behaviour patterns, raise self-esteem, and improve independent working in children to assist their education and growth and enable them to reach their full potential. They promote equal opportunities and respect confidentiality.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post.

Signed: …………………………………. Date

Signed:…………………………………. Headteacher

This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

**Person Specification**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be short listed.

Applicants should describe in their application how they meet these criteria.

|  |  |
| --- | --- |
|  | **CRITERIA** |
| **QUALIFICATIONS** | * NVQ 2 for Teaching Assistants or equivalent
* Good numeracy/literacy skills such as GCSE English and Maths at Grade C or above (or equivalent)
 |
| **EXPERIENCE** | * Working with or caring for children of a relevant age to those in the school
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| **SKILLS AND ABILITIES** | * Team working skills: ability to be an integral flexible member of the staff team
* Ability to provide a caring and structured learning environment for pupils
* Able to work under supervision of the class teacher and Inclusion Leader
* Able to reinforce teaching points during teacher input
* Communications skills: able to explain and problem-solve
* Flexible approach; able to respond to individual pupil needs
* Promote a positive ethos and be good role model
* Interpersonal skills: able to liaise sensitively and effectively with the class teacher, SENCO and parents recognising TA’s role in pupils' learning
* Able to constantly improve own practice/knowledge through self-evaluation and learning from others
* Ability to observe and report on pupil performance
* Organizational skills: ability to contribute to the planning and evaluation of learning activities
* Ability to prepare resources to support learning programmes
* Basic ICT skills, use of computer, digital camera and photocopier
 |
| **KNOWLEDGE** | * Basic understanding of a child's development and progression in learning
* Understanding of the relevant policies/codes of practice and awareness of relevant legislation in the context of the Learning Support Assistant role
* Knowledge and understanding of National Curriculum programmes of study
* An understanding of how to support and differentiate to enable a child to access their learning
* An understanding of inclusion and how it applies in a school setting
* Knowledge of Makaton desirable although not essential as training will be given
 |
| **Personal characteristics**  | Calmness Confidentiality Empathy Enthusiasm Flexibility Initiative  |

Enhanced DBS required