



SSA 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



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



The role



COPPERFIELD ACADEMY

is looking for

SPECIAL SUPPORT ASSISTANTS (SSA)

To join us in September 2021

LSA – KR4-6



The posts will typically be term time only, 32.5 hours per week, Monday to Friday (8.30am – 3.30pm) plus inset days.

Copperfield Academy is seeking to appoint enthusiastic and committed Learning Support Assistants who are:

- passionate about securing positive outcomes for children
- highly motivated, organised and flexible in the way you work to best meet childrens' needs
- effective communicators, highly skilled in building positive relationships with children, parents/carers and professionals
- able to support teachers in planning and resourcing for children with a variety of needs
- reliable, flexible and willing to support the school in moving children's learning on

Please visit our website www.copperfieldacademy.org for further information, including details of our recent Ofsted Inspection in which Copperfield Academy was rated as a "Good" school.

The application

You are invited to submit an application form via Kent Teach. Application forms can also be submitted to nicola.creed@copperfieldacademy.org

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.

Copperfield Academy reserves the right to appoint exceptional candidates immediately upon successful application, tour and interview.

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](#).

Job Description

Copperfield Academy



Job Title: Learning Support Assistant - Role Profile 2021

Salary Scale Point: KR 3-5 – in line with experience, responsibility and identified training needs

Responsible to: Executive Headteacher, Deputy Headteacher/s, Assistant Headteacher, and Strategic Leadership Team

Job Purpose: To work in partnership with class teachers to support learning in line with the Copperfield curriculum, codes of practice and academy policies and procedures.

Principal Accountabilities:

- Working with individuals or small groups of children under the direction of teaching staff
- Support pupils with activities which support literacy and numeracy skills.

Duties:

- Establish positive relationships with pupils to be supported
- Support the use of IT in the classroom and develop pupils' competence and independence in its use
- Implement planned learning activities/teaching programmes as agreed with the teacher/s, adjusting activities according to pupils' responses, as appropriate
- Promote positive pupil behaviour in line with academy policies and help keep pupils on task
- Interact with, and support pupils, according to individual needs and skills
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- To participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- Monitor and record pupil activities as appropriate, writing records and 'reports' as required

- To support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Assist with the development and implementation of Provision Mapping
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid
- To assist with the preparation, maintenance and control of stocks of materials and resources
- Liaise with other staff and provide information about pupils, as appropriate
- To supervise pupils for limited and specified periods including break-times when you should facilitate games and activities
- To scribe and read for pupils during National Curriculum assessments
- To assist with escorting pupils on educational visits

General:

- A small percentage of learning support assistants' time will be allocated to administrative duties and preparation. These duties will include:
 - filing
 - sorting pupil records
 - photocopying
 - displaying work
 - year group resource preparation
 - preparation of teacher resources
 - preparation of pupil resources
 - tidiness and management of the year group area
- To understand and apply academy policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant meetings, as required
- To respect confidentiality at all times
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with your line manager.
- To comply with individual responsibilities, in accordance with the role, for Health & Safety in the Workplace
- Ensure that all duties and services provided are in accordance with the academy's Single Equality Scheme
- The Local Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Executive Headteacher to carry out any additional/appropriate duties within the context of the job, skills and grade.

Executive Headteacher: _____

Simon A Wood

Member of staff: _____



SPECIAL SUPPORT ASSISTANTS

Purpose of Job:

- To work as a Learning Support Assistant (see role profile) with a specific focus on support identified pupils with additional needs
- To support the integration of ASD/SLCN pupils into mainstream school life.
-

Duties:

Professional Values and Practice

- To support the integration of ASD/SLCN pupils into mainstream school life
- To work under the direction of the SRP Lead, in consultation with EHT, DHTs – Inclusion, Teaching and Learning, Class Teachers, and HLTAs
- To work in a flexible manner to implement the integrated programmes of work
- To take part in professional development activities as directed
- To be flexible in working across the primary phase
- To be adaptable to cover at short notice a particular need within the school
- To observe absolute confidentiality in all matters related to pupils and Copperfield Academy business

Knowledge and Understanding

- Carry out daily (as appropriate) liaison in order to best meet pupils' needs
- An awareness of ASD and social communication needs / SLCN needs
- Experienced in behaviour management/modification

Teaching and Learning Activities

- To work with other pupils in mainstream classes, under the direction of the staff above, to the benefit of all pupils
- To report on work completed in class using any liaison/recording proformas
- Inform senior staff of follow-up, or preparation, work which may enhance integration
- Where appropriate, differentiate an activity for specific pupils
- Assist in the organisation (administrative and educational) of the class bases worked in
- Contribute to pupils' EHCPs and Annual Reviews, as appropriate
- To inform CT, or other staff detailed above, of any matter pertaining to the well-being of any pupil

Other Considerations

Inset Days:

- SSA's will be paid to attend specific PD days.

Year Group Affiliation:

- SSA's are appointed to a post in the school (not to a specific year group)
- Changes in year group base will be at the direction of the EHT, DHTs, AHT

Meetings:

- SSA's will have regular meetings with a member of the Senior Leadership Team.

I agree to undertake the Special Support Assistant role as detailed above.

Signed Post holder Date

..... Headteacher Date

Person Specification

| | Essential | Desirable |
|--|-----------|-----------|
| Right to work in the UK | * | |
| Knowledge/Qualifications and experience | | |
| Hold an NVQ Level 2, or above, in Supporting Teaching and Learning (or equivalent) | * | |
| Previous experience of working effectively within a school setting | * | |
| Have a good standard of written and spoken English and a general understanding of Maths and hold a GCSE, or equivalent, in Literacy and Numeracy | * | |
| Be able to carry out all duties as described in the LSA Job Description | * | |
| Have experience in ASD and/or SLCN needs | * | |
| Have a demonstrable awareness of wider social communication 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 | * | |