

**Recruitment Pack**  
**Learning Support Assistant**  
**January 2022**



## Contents

Mission Statement	3
Key Values for Learning	3
Principles underlying our academies	4
Core Goals for our academies	4
Letter from the Principal	7
Job Description	8
Person Specification	12

## Mission Statement

### EVERY CHILD, EVERY CHANCE, EVERY DAY

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.

Once wasted, it is gone forever and cannot be given back

## Our Vision

*At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!*

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all. All our academies are inclusive schools. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

**Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.**

Our Values

**INSPIRE** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

**INCLUDE** - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

**INTEGRITY** - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

**EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

## POWER TO CREATE

### Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

### Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

### Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

## WHICH ENABLES...

### EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.

## About our Academy

Edlington Victoria Academy is a large primary academy in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 258 pupils on roll, and was judged as 'good' during its last Ofsted inspection in January 2020.



The academy has dedicated senior leaders who support the work of the CEO in leading and managing improvement, under the guidance of a dedicated Board of Directors and Local Governing Boards. The academy also has a large number of support staff to enhance learning opportunities, including HLTAs and experienced Teaching Assistants. The academy is fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.





Letter from the Principal – Emily Clark

Dear Applicant

Thank you for your interest in the position of Learning Support Assistant at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 and Jan 2020 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED in both reviews. Some of the strengths noted were:

- Trustees and governors speak passionately about improving this school. Leaders share their determination to make sure that all pupils get a good education. Their hard work is paying off.
- Leaders realise that pupils' happiness and welfare are just as important as results. They have appointed extra staff to make sure that pupils are safe. Pupils know that all adults in school care about them. Adults are gentle when they speak to pupils. No one shouts.
- There is a strong culture of safeguarding.
- Leaders are making sure that information is being shared appropriately between them. This helps to ensure that extra support for vulnerable children and families is seamless.
- Pupils have very positive attitudes to their learning. Teachers' expectations are consistently high. Pupils with special educational needs and/or disabilities (SEND) are well supported.

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

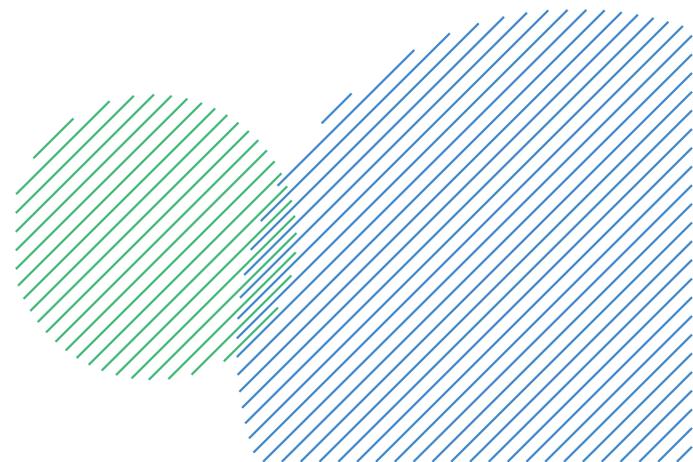
I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.



Emily Clark  
Principal

# Job Description and Person Specification

## Learning Support Assistant



# JOB DESCRIPTION

Exceed Learning Partnership - ELP is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high performing educational institutions.

**Job Title:** Learning Support Assistant

**Grade:** Grade 5 point 4 to 6  
(£11,832 - £12,310 *pay award pending*)  
27.5 hours per week

**Academy:** Edlington Victoria Academy

**Responsible to:** Principal, Vice Principals, Class Teacher & Governors

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task

## Job Purpose Summary

- ❖ Use specialist (curricular/learning) skills/training/experience to support pupils
- ❖ Assist with the development and implementation of IEPs / Support Plans
- ❖ Establish productive working relationships with pupils, acting as a role model and setting high expectations
- ❖ Promote the inclusion and acceptance of all pupils within the classroom
- ❖ Support pupils consistently whilst recognising and responding to their individual needs
- ❖ Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- ❖ Promote independence and employ strategies to recognise and reward achievement of self-reliance
- ❖ Provide feedback to pupils in relation to progress and achievement

## Support for the Teacher

- ❖ Work with the teacher to establish an appropriate learning environment
- ❖ Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- ❖ Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- ❖ Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- ❖ Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested

- ❖ Undertake marking of pupils' work and accurately record achievement/progress
- ❖ Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- ❖ Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- ❖ Administer and assess routine tests and invigilate exams/tests
- ❖ Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- ❖ Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- ❖ Implement local and national learning strategies e.g. literacy, numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- ❖ Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- ❖ Help pupils to access learning activities through specialist support
- ❖ Determine the need for, prepare and maintain general and specialist equipment and resources

### **Support for the School**

- ❖ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- ❖ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- ❖ Contribute to the overall ethos/work/aims of the academy
- ❖ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- ❖ Attend and participate in regular meetings
- ❖ Participate in training and other learning activities as required
- ❖ Recognise own strengths and areas of expertise and use these to advise and support others
- ❖ Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- ❖ Undertake planned supervision of pupils' out-of-school-hours learning activities
- ❖ Supervise pupils on visits, trips and out-of-school activities as required

### **Safeguarding Procedures**

It is the responsibility of all members of staff to follow the correct safeguarding procedures in the academy.

- ❖ All staff have a duty to attend child protection training every three years
- ❖ All staff have a duty to read and follow the safeguarding policies in the academy
- ❖ To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated safeguarding lead for Child Protection which is the Pastoral Manager and/or deputy lead which is the Principal.

### **Health and Safety**

- ❖ Be trained in procedures for Health & Safety & First Aid
- ❖ To administer First Aid as agreed in the procedures within the Policy

### **Equal Opportunities**

- ❖ To ensure that all pupils are respected and treated equally at all times
- ❖ Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

### **Performance Appraisal**

- ❖ To set key targets for development
- ❖ To work towards achieving targets for development

### **Professional Learning**

- ❖ To carry out professional learning opportunities

### **Conditions of Employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the Governing Body and Trust.

To uphold the trust and academy's policies in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.

## Person Specification

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
<b>1. Education, Qualifications and Vocational Training</b>	Willingness and ability to obtain and/or enhance qualifications and training for development in the post	E	✓	✓	
	GCSE in Maths and English or equivalent	E	✓	✓	
	NVQ Level 2/3 for Teaching Assistants	D	✓	✓	
	First Aid Certificate	D	✓	✓	
	Training in the relevant strategies e.g. multi-lingual, sign language, dyslexia, ICT, CACHE etc	D	✓	✓	
<b>2.Relevant Experience</b>	Ability to work with children to meet their individual targets	E	✓	✓	✓
	Previous experience working in an educational environment with children	D	✓	✓	✓
	Use of ICT/other equipment to support learning	D	✓	✓	✓
	Positive Handling Training	D	✓	✓	✓
	Experience of children in as many age groups as possible	D	✓	✓	✓
<b>3. Knowledge and Skills</b>	Good understanding of school policies and procedures and awareness of relevant legislation	E	✓	✓	✓
	Excellent literacy/numeracy skills	E	✓	✓	✓
	Knowledge of safeguarding and child protection procedure	E	✓	✓	✓
	Knowledge of National Curriculum and other learning programmes/strategies	D	✓	✓	✓
	Understanding of principles of child of child development and learning processes	D	✓	✓	✓
	Knowlegde of SEND	D	✓	✓	✓
<b>4. Personal Characteristics</b>	Ability to relate well to children and adults and work constructively as part of a team	E	✓	✓	✓
	Ability to self-evaluate own practice and learning needs and actively seek learning opportunities	E	✓	✓	✓
	A calm, flexible, pleasant and sympathetic manner	E	✓	✓	✓
	Personal interests and skills which can be used to enhance a specific delivery of either a curriculum area or an activity	D	✓	✓	✓
<b>5. Additional Factors</b>	Excellent Professional Qualities	E		✓	✓