



Recruitment Pack

SEN Learning Support Assistant
Temporary until 16/7/2021

November 2020

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Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life; a world class education aimed at helping the children in Exceed Learning Partnership academies to become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our academies 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.

Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of Exceed Learning Partnership will be a learning curriculum which builds the characteristics of learning across all the academies within the Trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

What are our Key Values for Learning?

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our academies what we would want for our own children.

Urgency - The amount of time children spend in education is finite. We have a responsibility to ensure that every moment a child is in an Exceed Learning Partnership academy must be spent productively. Once wasted, it is gone forever and cannot be given back.

Positivity - Staff have a responsibility to be positive and supportive of each other. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of staff aim for excellence in their individual professional roles.

Commitment - Staff are prepared to go the extra mile to provide the best possible education for their pupils. The interests of children are always placed ahead of those of staff.

Principles Underlying our Academies

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential – ***Raising Standards***
- Have the highest expectations of all children and staff – ***Raising Expectations***
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations – ***Raising Aspirations***
- Help children develop high self-esteem, respecting and taking responsibility for themselves, others and the environment – ***Raising Confidence***
- Recognise and reward success – ***Rewarding Success***
- Deliver consistently high-quality lessons which enable students to learn well – ***Teaching and Learning***
- Develop independent learning, communication, literacy and numeracy skills across all subject areas – ***Core Skills***
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students – ***Curriculum***
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development – ***SMSC***
- Develop positive and secure 'Learning partnerships' between school, home and the community – ***Community Cohesion***

Our Core Goals for our Academies

1. Our academies to excel in Statutory Test Outcomes for all their learners.
2. All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust.
3. Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning.
4. Our academies to be oversubscribed or on a significant upward admissions trend.
5. The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high-quality education for the pupils who attend them. This will be as a result of accessing high-quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.
6. Exceed Learning Partnership to be self-sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
7. An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey.
8. The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond.
9. ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
10. All academies within ELP to continually develop their own unique characteristics and ethos, re-enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP.
11. Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms.

Letter from the Principal

Mrs Macleod

Thank you for your interest in the position of Special Education Needs Learning Support Assistant at Hill Top Academy.

Hill Top Academy is a Primary Academy and we have 372 pupils on roll. Our age range is 3-11 years inclusive and we have a 52 place nurse.

The children here are taught by skilled teachers who are each supported by their own Learning Support Assistant.

At Hill Top Academy we strive to appoint highly-motivated individuals who can take the Academy forward and ensure that the Academy can 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, directors and parents.

This is an exciting opportunity for the successful applicant to use their skills and individuality to support our Academy through its continuing journey of improvement. In October 2011 we were judged as 'outstanding' by OFSTED. We value every child's welfare and strive to give every child, every chance, every day.

We foster a positive climate and strive for all staff at our Academy to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities. As part of the Exceed Learning Trust we have National Leaders in Education.

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

Mrs R A Macleod

Principal

Hill Top Academy



Job Description & Person Specification

SEN Learning Support Assistant
Temporary until 16/7/2021

JOB DESCRIPTION

Exceed Learning Partnership 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:	SEN Learning Support Assistant (Temporary until 16/7/21) Supervisor
Grade:	Grade 5 Scale Point 4-6
Hours:	30.00 hours per week term time only, temporary until 16th July 2021
Academies:	Hill Top Academy
Responsible to:	Principal, Business Manager & Governors
Responsible for:	To work as part of a team within school/educational establishments to promote the learning and welfare of pupils by providing practical and learning support to pupils, including those with special needs who may be assigned to you under the direction of the class teacher, SENCo, Middle & Senior Leaders

Main Duties and Responsibilities

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- To fully support with all medical needs/requirements following support plans and to attend training session as and when required. 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
- Motivating and encouraging pupils consistently whilst recognising and responding to their individual needs, ensuring the pupil is able to use equipment and materials provided.
- 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
- Liaising with parent/carers.
- Supporting in targeted areas; social interaction, social skills, confidence building, self-esteem, speech and language, phonics, reading, spelling, numeracy, handwriting/presentation
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task

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 and Senco 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 behavior
- 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. Liaising with class teacher and SENCo regarding SEND support plans provision maps and Education Health Care Plans as appropriate, contributing to the evaluation of outcomes, planning and delivery as appropriate
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support all children
- Lead and support individual and small group activities, indoors and outdoors, including during teachers PPA time

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 School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, behaviour, teaching and learning, equal opportunities, code of conduct, 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
- Where appropriate to know and apply positive handling techniques
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- Training
- 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' break-time and play time and out-of-school-hours learning activities
- Supervise pupils on visits, trips and out-of-school activities as required

Safeguarding Procedures

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

1. All staff have a duty to attend child protection training every three years
2. All staff have a duty to read and follow the safeguarding policies in the academy

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

Health and Safety

1. Be trained in procedures for Health & Safety & First Aid
2. To administer First Aid as agreed in the procedures within the Policy

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

Equal Opportunities

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

Performance Appraisal

1. To set key targets for development
2. To work towards achieving targets for development

Professional Learning

1. 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.

To uphold the academy's policy 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.

All staff participate in the academy's performance appraisal scheme

Person Specification

	CRITERIA	ESSENTIAL OR DESIRABLE	APP FORM	DOCS	INT
1. Education, Qualifications and Vocational Training	Willingness and ability to obtain and/or enhance qualifications and training for development in the post.	E	X	X	
	GCSE in Maths and English or equivalent	E	X	X	
	NVQ Level 2/3 for Teaching Assistants	D	X	X	
	First Aid Certificate	D	X	X	
	Training in the relevant strategies e.g. multi-lingual, sign language, dyslexia, ICT, CACHE etc	D	X	X	
2. Relevant Experience	Experience of supporting an individual pupil, with a statement or specific SEN need.	E	X	X	X
	Previous experience working in an educational environment with children	E	X	X	X
	Use of ICT/other equipment to support learning	E	X	X	X
	Expereince of a range of behaviour strategies	E	X	X	X
	Proven ability to support, motivate and develop pupils	E	X	X	X
3. Knowledge and skills	Good understanding of school policies and procedures and awareness of relevant legislation	E	X	X	X
	Excellent literacy/numeracy skills	E	X	X	X
	Knowledge of safeguarding and child protection procedure	E	X	X	X
	Knowledge of National Curriculum and other learning programmes/strategies	D	X	X	X
	Understanding of principles of child development and learning processes	D	X	X	X
	Knowledge of SEND	D	X	X	X
4. Personal Characteristics	Ability to relate well to children and adults and work constructively as part of a team	E	X	X	X
	Ability to self-evaluate own practice and learning needs and actively seek learning opportunities	E	X	X	X
	A calm, flexible pleasant and sympathetic manner	E	X	X	X
	Personal interests and skills which can be used to enhance a specific delivery of	D	X	X	X

	either a curriculum area or an activity				
5. Additional Factors	Good communication and interpersonal skills	E	X	X	X
	Good organisation and time management skills	E	X	X	X
	Able to work independently and collaboratively with teachers and others	E	X	X	X
	Flexible approach to work within school	E		X	X