

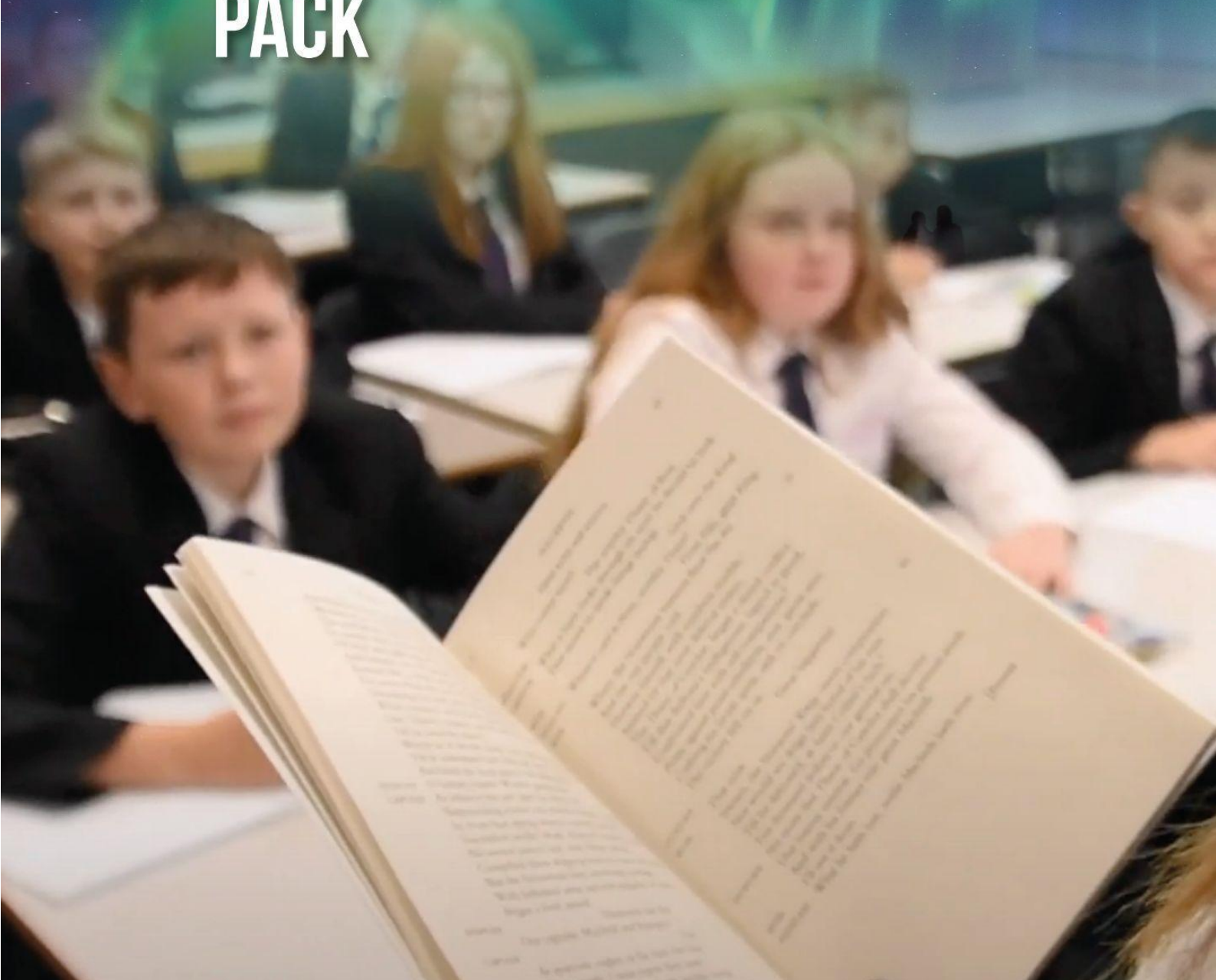


Northern
Lights

LEARNING TRUST

LEARNING SUPPORT ASSISTANT
AT VENERABLE BEDE CE ACADEMY

APPLICATION PACK



Northern Lights



We are a Multi-Academy Trust currently comprising seven primary and secondary schools and 3,093 children and young people from Stockton and Hartlepool in Teesside through to Sunderland and Washington.



We are a Teaching School Hub, one of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice, and offer evidence-based professional development for early years practitioners.

OUR SCHOOLS



Hart Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Benedict Biscop CE Academy
Sunderland



St. Helen's Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Learning Support Assistant within Northern Lights Learning Trust.

We are a growing Multi Academy Trust that is currently made up of 2 secondaries and 5 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 3000 pupils and employ over 400 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, '*I am proud to work for a forward-thinking Trust who put people development at the heart*'. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours sincerely

Jo Heaton
Chief Executive Officer



Welcome from the Head Teacher

Thank you for your interest in the Learning Support Assistant post at Venerable Bede, where it is my privilege to serve as Headteacher. We are a popular and oversubscribed secondary school serving our local community. We sit on the border of Ryhope, Silksworth and Doxford Wards in Sunderland, but we have pupils who attend our school from across the City and beyond. It is our goal to provide an inclusive education, within the context of our local community, in which the rights of everyone are respected, regardless of personal beliefs. We are proud to be a school at the heart of our community.

We are a medium sized secondary school, built to accommodate 900 pupils. Our fundamental aim is to equip our pupils with the qualifications and skills which they will need to take their place in a modern British society. We hope that we play our part in helping our pupils understand how to live "Life in all its fullness" (John 10:10). Our mission statement is "To create a stimulating, secure and caring environment within which all members of our community will realise their potential in the light of the Christian Gospel. " This is embodied in our school motto: "Soar to the Heights Together".

We want all of our pupils to reach their full potential. For each of our pupils we hope that with the guidance and support of their families and teachers, each of them will be able to develop their individual talents and fulfil their life long goals. As a product of the English Comprehensive system, I am a true advocate. I firmly believe that all children should have equal chance of success. It should be our goal in schools to enable all pupils to thrive, instilling in them a thirst for knowledge, and enabling them to understand how they play their part in unlocking their potential. Every child deserves the right to a broad and balanced curriculum.

At Venerable Bede Academy, we offer a **DEEP** curriculum to every child, regardless of their academic ability that spans 7 years as we have transitional opportunities with our primaries (Y6) and local colleges (Y12).

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact info@nllt.co.uk to express an interest.

Best regards

David Airey
Headteacher

LEARNING SUPPORT ASSISTANT

Permanent position required for as soon as possible

VENERABLE BEDE CE ACADEMY

NJC SCP 7-9 £22,369- £23,194 FTE

37 hours per week, Term time only + 5 Inset days

Local Government Support Staff Pay and Conditions

Due to increased numbers of pupils with EHCPs attending Venerable Bede CE Academy, the Directors wish to expand the existing Learning Support Department by appointing the following post to start as soon as possible:

This is a varied role which involves the following aspects:

- To support pupils with individual special educational needs, both in class and on a one to one basis.
- To undertake a mentoring role and small group work.
- To provide appropriate administrative support to the SENDCo, including the development of support plans, writing of reports and coordinating work with other professionals.
- You should have previous experience in a similar role, be a team player and be keen to make a difference to the lives of our pupils.

If this is you, we would really welcome your application

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme.
- The opportunity to work as part of a growing Trust and shape this role.

CLOSING DATE:

Applications must be received by: Thursday 2nd November 2023 at 9am
Short Listing will take place on: Tuesday 7th November 2023
Interviews will take place on: Friday 10th November 2023, Afternoon

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted.

For an informal discussion about the role, please contact Helen Jones, Office Manager, on 0191 523 9745.

Details of the school can be found on the school website: <https://www.venerablebede.co.uk/>

JOB DESCRIPTION

Post: Learning Support Assistant

Responsible to: SENDCo

Responsible for: Providing teaching and learning support to individuals and/or groups of pupils in the learning environment.

Salary band: NJC 7-9

Start date: As soon as possible

Purpose of Job

To support and assist teachers as part of a professional team to contribute to raising standards of pupil achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and/or senior colleagues, in line with the academy's policies and procedures. To provide appropriate admin support to the SENDCo including development of support plans, writing of reports and co-ordinating work with other professionals, as well as general clerical duties.

Principal Responsibilities

- Providing support for the SENDCo, pupils, teachers and the whole academy as outlined below.

Main Duties:

Support for the Teacher

- Raising awareness to teaching staff of the strengths and problems of individual pupils.
- Assisting teaching staff in the monitoring, recording and evaluation of pupils' progress, including providing feedback on observations undertaken.
- Assisting in the assessment of individual pupils.
- Liaising with the SENDCo and teaching staff, to identify the needs of the pupils.
- Assisting in the preparation and review of Support Plans including co-ordinating relevant information for Support Plans.
- Setting up and using equipment as required to maintain pupil's needs and support their participation in learning tasks and activities.
- Providing support to teachers in developing effective approaches to manage behaviour and discipline problems.
- Raising the awareness of academy staff to pressures on pupils which may result in behavioural problems.
- Assisting in the setting of behaviour and learning targets.

- Assisting in compiling and maintaining pupil records, collating information and preparation of information for meetings within school and with other professionals.
- Assisting in the review of the statement of special educational needs and EHCP Assessment requests and reviews.
- Carrying out appropriate schemes of work and programmes set by the teaching staff for pupils and to assist in the preparation of learning materials for this purpose.
- Managing the planning and programming of specific educational activities for the pupils.
- Assisting with literacy and numeracy intervention.
- Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.

Support for the Pupil

- Using specialist knowledge to support pupils.
- Working with pupils on individual targets set by a member of the teaching staff.
- Supporting all pupils as and when appropriate.
- Supporting the reintegration of pupils on school roll to access the curriculum either on an individual basis or as a member of a small group.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the academy base and in the local community.
- Under the direction of the SENDCo, be responsible for the compilation of coordination of pupil care plans.
- Under the direction of teaching staff or senior colleagues, working independently with individual pupils or groups of pupils if this is necessary.
- Undertaking duties in connection with personal hygiene and welfare of pupils [including administration of medication] as directed both on and off site where required.
- Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the pupils.
- To mentor pupils.
- To be responsible for the escort and welfare of pupils on offsite provision when appropriate.

Support for the Academy

- Participating in meetings to review pupil progress and reporting to the meeting as required, on involvement with pupils.
- Liaising with partner schools, educational and health specialists, and outside agencies as required, to prepare information for statutory reviews and request for EHCP Assessment.

- Contributing to the whole Academy's Self Evaluation process when appropriate.

General Requirements

- Attending and participating in training and development activities as required.
- Participating in schemes of assessment, professional development and review.
- Assisting teaching staff or senior colleagues in escorting pupils home as and when required.
- Attending meetings, liaising and communicating with colleagues in the academy, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the academy directors and the local authority.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within academy policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy.
- Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.
- To undertake any other duties commensurate with the post.

General

- The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the academy.
- The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of academy records and information.

- The post holder must carry out their duties with full regard to the academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other academy policies.
- The post holder must comply with the academy's health and safety rules and regulations and with health and safety legislation.

PERSON SPECIFICATION LEARNING SUPPORT ASSISTANT

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	<ol style="list-style-type: none"> 1. Completed application form 2. Well-structured letter of application, outlining suitability for the post. 		Application
QUALIFICATIONS	<ol style="list-style-type: none"> 3. Requirement to complete Teaching Assistant Induction programme 4. Willingness to participate in relevant training and development opportunities 5. GCSE grades (or equivalent) C or above in English and Maths 6. NVQ Level 2 or equivalent in a relevant discipline OR a degree 7. Training in first aid and medication or the willingness to undertake such training 	<ol style="list-style-type: none"> 8. Child Protection training 9. Training in literacy/numeracy strategy 10. Training in Special Educational Needs strategies 	Application
EXPERIENCE	<ol style="list-style-type: none"> 11. Recent and relevant experience of working with and/or caring for children within a specified age range, preferably within an educational setting 	<ol style="list-style-type: none"> 12. Experience of working in an Academy environment 	Application
SKILLS AND KNOWLEDGE	<p>Ability to:</p> <ol style="list-style-type: none"> 13. Relate well to children and adults 	<p>Knowledge of:</p> <ol style="list-style-type: none"> 29. Child Protection 	Application Interview

- | | |
|--|---|
| <ul style="list-style-type: none"> 14. Work effectively within a team environment, understanding classroom roles and responsibilities 15. Build effective working relationships with all pupils and colleagues 16. Promote a positive ethos and role model positive attributes 17. Work with children at all levels regardless of specific individual needs 18. General understanding of national curriculum and other basic learning programmes/techniques 19. Experience of resource preparation to support learning programmes 20. Effective use of ICT to support learning 21. Good communication skills 22. Good numeracy and literacy skills 23. Be able to maintain confidentiality 24. Good listening skills 25. Manage behaviour of children in a positive and supportive manner 26. Awareness and basic understanding of the Academy curriculum 27. General awareness of inclusion, especially within an Academy setting | <ul style="list-style-type: none"> 30. Equal opportunities and recognising the nature of the diverse Academy community 31. Understanding of basic technology – computer, video, photocopies etc. 32. Understanding of Attachment Awareness and Trauma Informed Practice 33. Knowledge of therapeutic interventions such as Theraplay and Lego therapy |
|--|---|

	28. Relevant knowledge of First Aid		
PERSONAL QUALITIES	34. To be able to contribute to the Christian ethos of the Academy 35. To be reliable and conscientious 36. A desire and ability to learn new skills 37. Perseverance 38. Being a team player 39. A flexible approach to work [some out of hours work may be necessary]		Application Interview
OTHER	40. Recommendation from both referees 41. Fully enhanced DBS clearance with children's barred list check	42. Strong recommendation	References Enhanced DBS certificate