



Learning Support Assistant



Dear Candidate,

Thank you for your enquiry regarding the position of **Learning Support Assistant** at Oasis Academy Enfield. We are part of Oasis Community Learning which runs over 50 academies across the UK. We need an enthusiastic and talented person to join the Inclusion team supporting students with additional needs.

I hope you find the information pack helpful. If you would like to know more about us before you apply please see our website www.oasisacademyenfield.org. We welcome visits to the Academy. For an informal, confidential discussion, or to arrange a visit please contact Agnieszka Brzeska-Dobrzanska, PD Officer, on 01992 655 424 or enfield.HR@oasisenfield.org

If you would like to apply, please complete the Application Form (CVs are not accepted) and return it by either of the following ways:

Email: enfield.HR@oasisenfield.org

Post: PD Officer
Oasis Academy Enfield
9 Kinetic Crescent,
Innova Park,
Mollison Avenue,
Enfield, EN3 7XH

The closing deadline for applications is no later than **8am on Friday 30th November 2023**. Applications will be reviewed on an ongoing basis so early applications are encouraged.

Please ensure you provide the name, address and status of two referees, one of whom should be your current Headteacher. Candidates should be aware we will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Interviews will be on **Tuesday 5th December 2023**. If you have not been invited to attend by **Monday 4th December 2023**, you should assume that your application has not been successful. Unfortunately, we will not be able to provide feedback on your application at this stage.

I wish you well and thank you once again for your interest in what we think will be a rewarding post.

Yours sincerely,



Rory Sheridan and Carvey Francis
Co - Principals

About Oasis Academy Enfield

Oasis Academy Enfield opened in September 2007 as a new academy. Initially a group of portacabins and a pioneering spirit, the Academy moved into its £30 million purpose-built accommodation two years later on Innova Business Park, 12 minutes walk from Enfield Lock Station.

The Academy has enjoyed considerable success in its 16 year history. In 2018, Ofsted confirmed that we continue to be a good academy.

Academy leaders and staff share high expectations for all students

Students behave well, and treat each other and staff with respect

Safeguarding is a strength of the Academy, and staff are proactive at supporting the children to stay safe both in school and out

Students feel safe and happy in school. Parents support this view and are happy with the progress their children are making

We provide students with high quality teaching, which not only enables them to make to the best possible progress and achieve the highest grades, but also equips them with the skills, behaviour and character, which will help them be successful and make a positive contribution to their community.

The Sixth Form works in partnership with Oasis Academy Hadley, just under two miles away. The joint Sixth Form offer enables us to offer a wide range of courses and the highest standard of teaching and enrichment activities. Students travel by minibus between the two academies. We want all our students to gain the qualifications that enable them to move onto college, work, apprenticeships or university. Around 95% of our sixth form students progress to university with two thirds going to Russell Group and other leading universities following a wide range of courses from English, History to engineering, psychology and law.

We are committed to providing staff with high quality professional development. Masterclasses run by experienced colleagues focusing on academy priorities are available to all teachers. We hold middle and senior leadership courses run by Institute of Education at UCL open to all staff who want to develop their skills in their current role or look towards the next step in their career.

The induction of new staff is important. We have a tailored programme for staff in training, which is tailored to meet their needs. All new staff have an experienced mentor who will meet with them and support them as they settle into the Academy. In addition, NQTs are also have an Induction Tutor who is responsible for supporting them in successfully completing their Induction year.

As part of the Oasis family of academies we benefit from wide range of opportunities to network with colleagues across the region and nationally through a variety of joint training and professional development opportunities. National Lead Practitioners offer advice and guidance and share resources through concerns and visits to the academy. The annual regional conference brings all the staff across London and the South East together to network and share best practice from across the region.

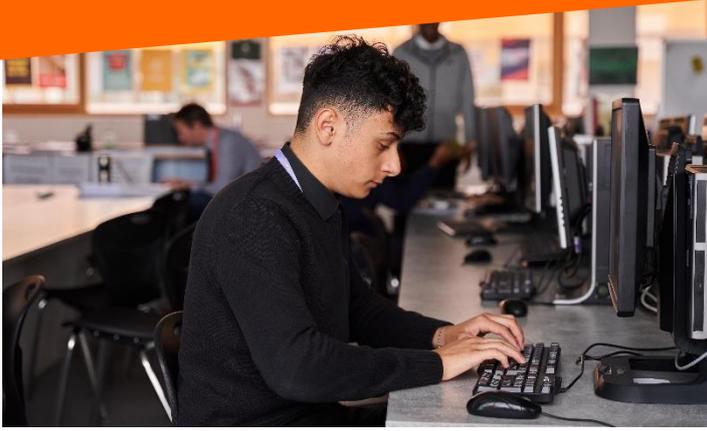
The Academy mainly serves the ethnically and economically diverse local communities of Enfield Lock and Enfield Island Village. A number of students travel from Ponders End, Edmonton and further afield to the Academy. The intake is mixed, some students live in the private housing close to the academy and others come from some of most deprived housing areas in the country. High numbers of students are eligible for pupil premium. There is a high proportion of students with English as an additional language (54%) with over 60 languages spoken. Turkish, Black Caribbean, Black African and White British are our biggest ethnic groups. Despite the challenges many of our students face in their day to day lives our students are ambitious and work hard, seeing education as the key to a successful future.

Oasis was established in 1985 and has grown into a group of charities working to deliver housing, training, youth work, health care, family support and primary, secondary and higher education. In the UK Oasis employs over 4000 staff as well as working with over 1000 volunteers. Oasis work in ten other countries around Europe, Africa, Asia and North America. Our academy is twinned with projects in Uganda and Kyrgyzstan.

Oasis Community Learning is an education trust established in 2004 with the express purpose of transforming lives and communities through the development of Oasis Academies. There are over 50 academies each with their own character and identity and as one organisation are committed to share effective practice across the group. As a leading academy sponsor Oasis is a growing organisation which is committed to improving the life chances of children, young people and the communities they live in.

The Oasis Hub Enfield supports the work of the Academy providing integrated, high quality services that benefit the whole person and the whole community. This is achieved by bringing together the Oasis ethos and values, local and national resources and expertise, and working together in and with local partners. Enfield Hub's work includes youth work, family support services, holiday activities, volunteering, community engagement, lettings as well as the Academy.

To view the prospectus and watch a short video on Oasis Academy Enfield please follow the link below:
<https://www.oasisacademyenfield.org/about-us/working-at-oasis-enfield>



About Oasis Community Learning

The vision of Oasis Academies is to create both outstanding schools and community hubs. As well as delivering first-class and innovative education, Oasis builds 'Hubs' in the area it works in; creating safe and inspiring local neighbourhoods that provide integrated and diverse services to benefit the whole person and the whole community.



Oasis Community Learning seek to create and sustain networks of excellent learning communities working in the context of the Oasis Ethos where every student can reach their full potential. Oasis believes this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers and the local community, along with the wider national and international links the Oasis' global operations create.



Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul



The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

About the Inclusion Team

Inclusion is at the heart of our work at Oasis Academy Enfield. We work hard to support our students so that they can achieve their very best, and access a broad and balanced curriculum.

We believe that every student, including those with Additional Educational Needs (AEN), should have equality of opportunity. We have a creative approach to inclusion and use a wide range of support strategies. These include a successful in class support, reading schemes, on line schemes in both literacy and maths, regular mentoring, Prince's Trust awards. Our well-equipped Nurture room provides support for students with various needs, including physical needs, as well as providing somewhere quiet to go to a break and lunchtimes.

We support students with a wide range of additional needs: cognition and learning, communication and interaction (including autism), social, emotional and mental health, as well as those with physical and sensory needs. We work closely with the local authority, especially with the educational psychology service, speech and language therapy and the autism advisory service.

The inclusion team is a hardworking, friendly team made up of the SENCo, an Assistant SENCo and learning support assistants (LSAs). Each LSA has a small caseload of students who they mentor regularly. Some LSAs offer support within specified subject areas. We work with students providing in class support, small group work and one to one work with students with specific needs. It is a varied role, working closely together as an inclusion team, but also working with subject teachers to ensure students can make good progress. We also provide exam access arrangements for students in academy and public examinations.

LSAs take a full part in the life of the school, and this includes curriculum and professional development opportunities, training days and other whole staff training opportunities (e.g. child protection). They also undertake duties, and accompany school trips when required.

This is an exciting time to work at the Academy. Not only are there the fantastic opportunities provided by the Academy, but we are rapidly moving forward as an academy creating an inclusive environment, where every student has the opportunity to meet their full potential.



Job Description

POST:

Learning Support Assistant

ACCOUNTABLE TO:

Principal, under the day-to-day management SENCo

GRADE:

Scale 3, Range 5-7 (Outer London) £23,250 - £23,960 (Actual Salary) per annum plus Local Government Pension Scheme

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; students; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.

LOCATION:

Oasis Academy Enfield

WORKING PATTERN:

37 hours per week x 39 weeks per year

Job Purpose:

Provide support for students with Additional Educational Needs (AEN) and, where appropriate, contribute to the day-to-day running of the Academy

Responsibilities:

1. To contribute to the provision for students with AEN.
2. To contribute to the raising of the achievement of AEN students and support them in making good progress
3. To contribute to the promotion of the well-being of AEN students within the Academy.
4. To promote and safeguard the welfare of children you teach or come into contact with.

Duties

1. Strategic Development and Academy Development

- Responsible, as a member of staff, for promoting and developing a positive culture and to ensure that diversity within the Academy community is recognised and respected.
- Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

2. Key Tasks

- Assist with and implement, under the guidance of appropriate professional staff, individual support for identified students, including those with EHCPs.
- Be the key worker for a group of identified students meeting regularly with the students to help resolve issues that are preventing them from learning and keeping parents and careers up to date.
- Contribute to the creation and review of Student Profiles, EHCPs, Behaviour Plans, etc.
- Support teachers with planning, delivery and evaluation of differentiated and varied teaching activities
- Contribute towards resourcing learning areas by making and adapting resources as necessary for identified students
- Work with small groups of students when this is part of the overall strategy for meeting the needs of the individual student.

- Work with individual students, or groups of students, on specified literacy and numeracy support programmes.
- Observe student performance and liaise with subject teachers on effective support strategies.
- Keep records for the students you support.
- Liaise with teachers and other professional staff for planning, review, monitoring purposes.
- Assist with the review of Profiles and EHCP annual reviews, under the direction of the SENCo.
- Support students with Access Arrangements in Academy and public examinations tests as required.
- Contribute to Academic Review days as required.

3. Student Well-Being

- Assist with the movement of students around the building to keep them safe.
- Carry out supervisory duties at the start of the day, break time and the end of day as requested.
- Work with individual and groups of students to encourage them to achieve greater independence and self-confidence.
- Assist with lunchtime clubs in the Inclusion area.
- Look after children who are upset
- Help with escorting students on educational visits and participate in extra-curricular activities as required.
- Develop positive partnerships with parents and carers.

4. General

- Attend training including the Academy's Training Days
- Attend staff and team meetings and staff training
- Carry out routine administrative tasks when needed
- Participate in the Academy's Performance Management process

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy, and to carry out other such duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The post holder will be subject to performance objectives agreed annually with the relevant body and these objectives will be reviewed annually.

Learning Support Assistant Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and Maths at A*-C or level 2 equivalent 	<ul style="list-style-type: none"> Degree
Experience, Skills and Knowledge	<ul style="list-style-type: none"> Commitment to work with children with a range of Additional Educational Needs (AEN) Commitment to ensuring access to the curriculum for children with AEN Ability to motivate and encourage children to meet their targets for learning and/or behaviour Ability to write brief reports and keep records Understanding of the practical application of Equal Opportunities in an Academy context Ability to converse at ease with parents/students and members of the public and provide advice in accurate spoken English 	<ul style="list-style-type: none"> Experience of working with children with AEN
Personal Qualities	<ul style="list-style-type: none"> Good organisational skills, ability to show initiative Good communication skills Good ICT skills Ability to work as part of a team Ability to demonstrate patience with firmness. Ability to maintains confidentiality Ability to reflect Ability to form and maintain appropriate relationships and personal boundaries with children Emotional resilience in working in a range of challenging situations Have a willingness to demonstrate commitment to the values and behaviours which flow from the of the Oasis ethos 	

Explanatory Notes

Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form which are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks

1. Candidates should be aware that all posts in Oasis Community Learning involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Academy based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

For Academy based positions, in addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks
- Satisfactory Disclosure and Barring check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DFE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or ISA and/or other relevant investigating bodies.