



The Shared Learning Trust

THE STOCKWOOD  
PARK ACADEMY

## Learning Support Assistants

The Stockwood Park Academy are seeking to appoint 6 Learning Support Assistants to join our wonderful special educational needs team! We are looking for committed, self-motivated and enthusiastic candidates who will support the teaching and learning of our students and help contribute to their intellectual and social development. We are looking to recruit people who have the right attitude and will represent our positive 'can do' ethos that runs through our Academy.

You will become a member of a team of 20 who operate in every area of the school and work with a variety of needs. Our LSAs are mostly based in faculties so if you have any subject knowledge we can place you accordingly. There are opportunities to advance to HLTA or Cover Team with a view to training as a fully qualified teacher. Our hours are not too demanding either (9-3.30 Mon to Fri) and we get every school holiday off.

*'We recognise talent, recruit for attitude and train you for the skills...* If you want to be grow and develop in a successful Academy, come and join us at Stockwood Park!

### Key Duties:

- Contribute to the planning of teaching and learning for the whole class and/or individual students
- Support the teaching and learning of individual students or groups of students, using support strategies appropriate to the needs of students
- Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist the teacher and learning.
- Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets

### The successful candidate will:

- Have excellent literacy and numeracy skills (minimum of Grade C in GCSE's or equivalent)
- Experience in an educational setting (essential)
- Previous experience as a Learning Support Assistant (desirable) and some experience or knowledge of dealing with special needs (essential).
- Be able to take part in training and liaise with a wide range of people including teachers, parents, carers, students and pastoral team
- Be able to listen to the direction of the class teacher, follow agreed lesson plans and use support strategies appropriate to the needs of students.
- Be able to contribute to the care, health and welfare of students in accordance with the school's health and safety and related policies

### Job Specifics:

- **Start Date:** As soon as possible
- **Salary:** L3.16 £12,795 pro rata salary
- **Hours:** 30 hours a week, 9am to 3:30pm, 39 weeks per year
- **Job Role:** Term time only, permanent

## Why work for Stockwood Park Academy:

- £30 million state of the art modern facilities with well-equipped classrooms in an Ofsted rated 'Good' school
- You'll be working alongside charismatic, supportive and genuine colleagues and Senior Leadership Team who want to see you succeed and thrive
- A staff wellbeing team that implements various strategies to boost staff engagement including various activities, events, conferences and many other staff benefits
- Unparalleled CPD and training opportunities with cross trust and national development programs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas

**Teacher Testimonial:** *"I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role."*

*- Iain Temple, Assistant Principal for Personal Development, Behaviour Management and Welfare.*

## HOW TO APPLY

**Closing Date:** Monday 24<sup>th</sup> September at 12pm    **Interviews:** 28<sup>th</sup> September 2018

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

**We look forward to hearing from you!**

If you have any questions about the role or would like to visit the Academy, please email [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk).

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

# RECRUITMENT TIMELINE

13 September	Position is advertised
24 September	Closing date for applications (12pm) <i>References will be requested at this stage</i>
24 – 25 September	Final shortlisting and contact with candidates
28 September	Interviews

## SAFEGUARDING

***'We believe in the safeguarding and welfare of children and expect all staff to share this view'.***

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.



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THE STOCKWOOD  
PARK ACADEMY

INFORMATION FOR APPLICANTS:  
Learning Support Assistant



# WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

## *– We recruit people for attitude and train for skills*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

### **We aim to recruit staff who:**

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME TO STOCKWOOD PARK ACADEMY



Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.
- Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all of our students.
- The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards,

Richard Found

# ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Stockwood Park Academy, Luton, ages 11-18
- The Chalk Hills Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19 (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, ages 4 - 11
- The Vale Academy, Dunstable, ages 2 - 11

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISION & VALUES – *‘Strive, Achieve, Believe’*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.



# ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.





# CPD AND TRAINING- *We invest in you!*

All four Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

## TEACHER TESTIMONIALS

*"What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before.. At Stockwood, we really believe the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."*

*Helen Palmer, Assistant Principal for Teaching and Learning*

*"Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader."*

*Joel Toomer, Curriculum Leader for Humanities*

# JOB DESCRIPTION

<b>Title:</b>	Learning Support Assistant
<b>Salary details:</b>	L3
<b>Responsible to :</b>	Special Educational Needs and Disability Coordinator
<b>Line Manager for:</b>	Assistant SENDCo

## PURPOSE AND VISION

To support the class teacher in all aspects of teaching and learning to enhance opportunities for students, bringing to bear knowledge and practical experience gained through working with students and their theoretical and academic achievements.

## ACCOUNTABLE FOR:

1. Contribute to the planning of teaching and learning for the whole class and/or individual students on a short, medium and long term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting to support students that you are working with.
2. Under the direction of the class teacher/line manager, following agreed lesson plans, support the teaching and learning of individual students or groups of students, using support strategies appropriate to the needs of students. Providing feedback and liaising over problems. Facilitate the intellectual and social development of students working with the class teacher/line manager, to support students in the achievement of their learning targets and in other curriculum areas.
3. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist the teacher and learning. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
4. Contribute to the monitoring, recording and assessment of student progress through observation and questioning, against student targets, (an Individual Education Plan where relevant), keeping detailed records of the individual's progress. Assist teachers'/line managers in the evaluation and revision of lessons and work programme for individuals and groups of students.
5. Implement and monitor the Academy's behaviour and Rewards Policy or any related policies and procedures. Invigilate tests and examinations as directed. Supervise whole groups in particular curriculum activities and the class for agreed periods.
6. Develop and maintain supportive relationships with parents, carers and others of the student's community. Work collaboratively with other agencies and professionals to meet the needs of individual students. Coach and train others in these strategies.
7. As required, lead specific aspects of teaching, learning and personal development, on and off site, for example, projects, initiatives.
8. Contributing to students social and emotional needs as well as their educational needs.
9. Maintain and respect confidentiality.

## OVERVIEW OF ROLE

Teaching Assistants are required to support the values and ethos the school and school priorities as defined in the School Improvement Plan and contribute to the development of purposeful working atmosphere. They are required to support and follow all relevant school policies including those for behaviour management and child protection. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment. They are involved with the invigilation of tests and examinations and undertake duties similar to other tasks as directed. They contribute to the order and cleanliness of the classroom environment. A Teaching Assistant at this level could take responsibility for students on placement. They should be involved in leading and coaching others in the acceptance and integration of students with special educational needs. They might also be involved in the assisting of students for whom English is an additional language.

## PERFORMANCE MANAGEMENT

Participating in the Academy's arrangements for performance management, professional development and the Academy's arrangements for quality assurance and internal verification. Those new to teaching will also be required to participate in the arrangements for induction, supervision and training for teachers new to the profession.

## CONTEXT

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by their Line Manager or Principal to undertake any other duties commensurate with this role*

Because of the nature of this job, it will necessary for the appropriate level of Disclosure and Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, binds-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

## PERSON SPECIFICATION

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Candidates will be assessed on the following:

### Person Specification: Learning Support Assistant

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Some experience in the care and/or education of student.	1,2	Some experience of working with people with a range of special needs.	1,2
	Some experience of planning, monitoring and assessment of pupils' work.	1,2		
	Some experience of working in an educational setting.	1,2		
	Some understanding of what the needs are of these students			
<b>Skills/ Abilities</b>	Able to contribute constructively to and work effectively as a member of a team.	1,2	Basic information technology skills, e.g. word-processing, databases, spreadsheets.	1,2
	Able to develop positive relationships with students/teachers and parents/carers.	1,2		
	Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives.	1,2	Have some skills in how to deal with students where their behaviour at times is inappropriate within a classroom.	1,2
	Able to communicate effectively at a range of levels, e.g. with student, parents, other professionals, etc..	1,2		
	Able to contribute to the support of student in all areas of personal and educational development.	1,2	Being able to support students who have physical needs.	1,2
	Able to teach a lessons if required.	1,2		
	Able to keep accurate records.	1,2		
	Able to support learning in			

	numeracy at relevant Key Stage.  Able to support learning in literacy at relevant Key Stage.	1,2  1,2 1,2		
<b>Equality Issues</b>	Able to recognise common forms of discrimination and to report this if detected.  Some understanding of the issues in an urban multi-cultural context.	1,2  1,2		
<b>Specialist Knowledge</b>			Some knowledge of how pupils learn.  Some knowledge of curriculum requirements.  NVQ level 2 in Learning support or equivalent	1,2  1,2 1,2
<b>Education and Training</b>	Able to commit to relevant job training.  Willing to undertake First Aid training and to apply this in the school.	1,2  1,2		

(1 = Application Form 2 = Interview)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*