



Recruitment Information Pack

Apprentice Learning Support Assistance





All young people, regardless of starting point, will ‘Climb the STAIRS to Greatness’ at Oasis Academy South Bank.

Through love, nurture and a rigorous academic focus, Oasis Academy South Bank students will ultimately be successfully and happily employed in a career with prospects and become model citizens.



Climb the **STAIRS** to Greatness

Dear Candidate,

Thank you for your interest in the position of Apprentice Learning Support Assistance at Oasis Academy South Bank.

Our Academy opened in September 2013 with 120 students in Year 7 and has grown year on year with our Sixth Form opening in September 2018 and our founding cohort starting prestigious and exciting university courses last September. We are incredibly proud of everything we have achieved in the last six years: our well-rounded young people who are all in purposeful and challenging further education, some of the best GCSE results in the country and our Outstanding Ofsted report.

We are also hugely proud of our staff who are relentlessly hardworking, supportive of one another and passionately committed to securing the best possible life chances for the young people of Waterloo. This role is an exciting opportunity for you to join our team and help further our vision.

We prioritise the professional development of all our teachers and by investing in our CPD programme in which we train the finest graduates to become outstanding trainees and teachers. Becoming a LSA means that you have the opportunity to build transformational relationships with pupils whilst developing your skills of working as a tutor and mentor for a year in preparation of a training course. This is followed by a very clear pathway of progression, with a wide variety of training routes available to become a qualified teacher, such as Teach First, Schools Direct and Teacher Apprenticeships. Our alumni of South Bank Scholars

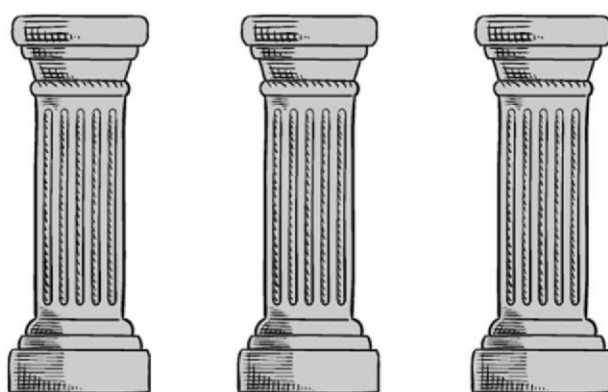
continue to progress in their teaching careers at South Bank and are all exceptionally skilled teachers who now have extra roles and responsibilities such as Head of Department or Head of Year.

It is an exciting time to be joining as a Apprentice Learning Support Assistance and to join a team who are a dedicated and inspiring group of people with a united desire to support our young people. With their passion and hard work, our results for our SEN students and our most vulnerable students are some of the best in the country and leave us in a position to pursue exciting and meaningful next steps. This role will require huge amounts of perseverance and a constant drive for innovative excellence. However, this role will also be incredibly rewarding and will offer exciting progression for the future with a clear pathway into the teaching profession.

We look forward to receiving your application.

Anna Richardson - Principal





Warm and
strict

A Little Bit
Better
Every Day

Team Over
Individual



A little bit better every day

We firmly agree with Dylan William that “Every teacher needs to improve, not because they are not good enough, but because they can be even better”. We carefully cultivate a culture of continuous improvement for all staff using an instructional coaching model to make small, incremental changes in our practice.

Warm and Strict

We are united in our approach to behaviour management which means having the highest expectations for all students at all times borne out of our love and care for them and their families. We follow these rigorously and consistently, raising students up to meet our expectations rather than lowering the bar because we know that our students will be most successful in a calm, orderly school where teaching is free from disruption.

Team over Individual.

We recognise that our school is greater than its individual parts and know that we all need to pull in the same direction to have the maximum impact. We take every opportunity to celebrate each other’s successes and look out for and support our colleagues.

JOB DESCRIPTION

Teacher Scholar

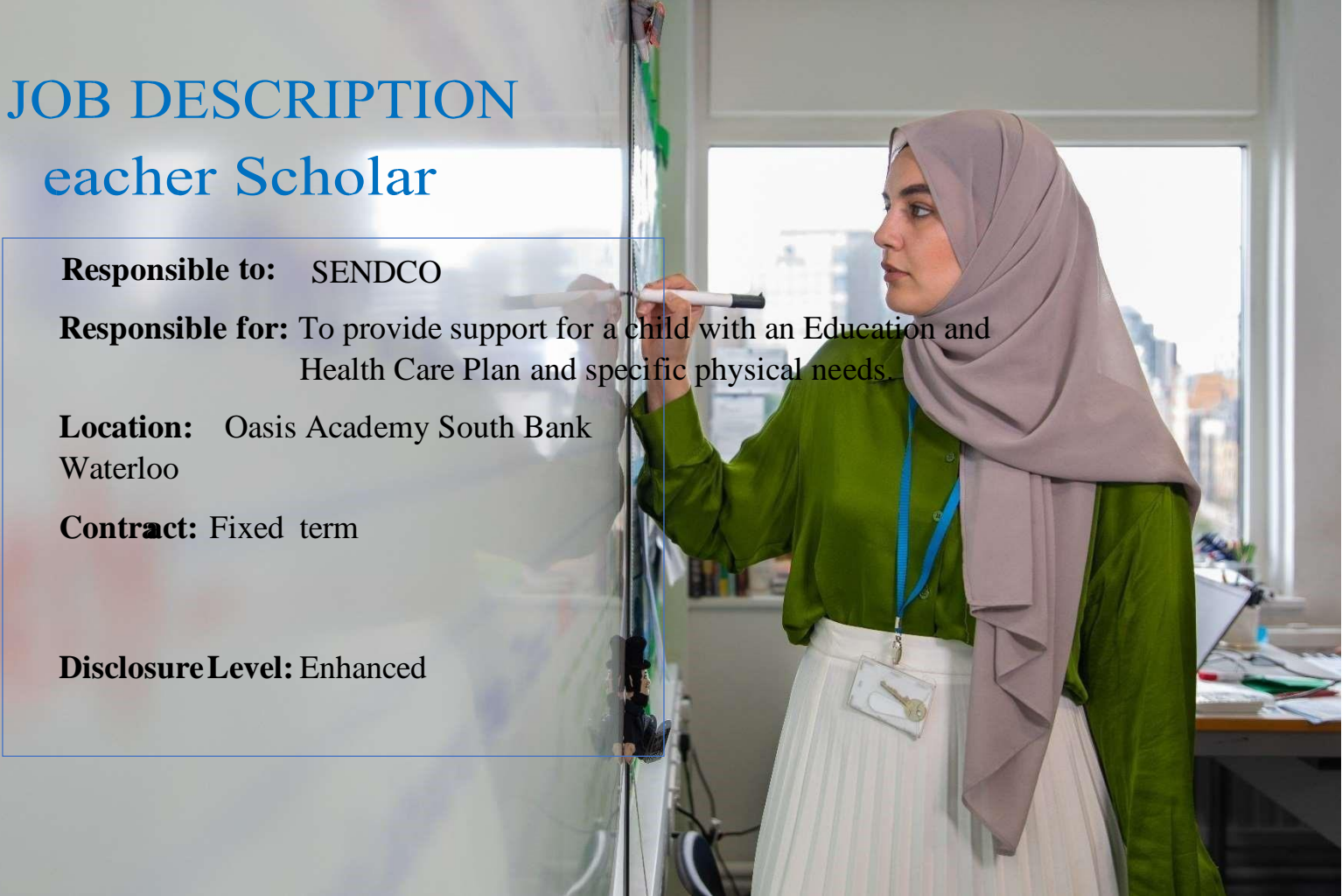
Responsible to: SENDCO

Responsible for: To provide support for a child with an Education and Health Care Plan and specific physical needs.

Location: Oasis Academy South Bank
Waterloo

Contract: Fixed term

Disclosure Level: Enhanced



A. PROFESSIONAL AND PERSONAL CHARACTERISTICS

- S - Scholarship - Post holder will have a committed and wholehearted belief that all young people, regardless of starting point, need or complexity can make outstanding progress and reach top grades at GCSE and achieve 3 good A-levels
- T - Transformation- Post holder will have an optimistic and positive belief that all young people can constantly change and transform into confident, ambitious, honest, happy, hard-working, respectful citizens. More widely, a desire to be part of a team that is leading community transformation. Post holder will be committed to challenging the status quo
- A - Aspiration - Post holder will instil in young people a belief in themselves about what is possible and will consistently act as an aspirational role model in all that they do.
- I - Inclusion - Post holder will fully include all children regardless of complexity, need or starting point. Post holder will be committed to including all aspects of a child's social, emotional and cultural development. Post holder will never isolate, exclude or disconnect a student or group of students.
- R - Resilience - Post holder will be determined, hardworking and relentless in achieving the vision and instilling the values in our school.
- S - Social Responsibility- Post holder will be committed to instilling a sense of responsibility for helping our community and altruistically 'giving back' to our immediate, local, national and global communities.

POST TITLE: Apprentice Learning Support Assistant – additional 1:1 support responsibility.

PURPOSE OF THE JOB

To provide support for a child with an Education and Health Care Plan and specific physical needs.

- raising standards of achievement.
- promoting independent learning.
- providing support for young people's welfare.
- supporting inclusion in all aspects of school life.

MAIN DUTIES

1. Work as part of the staff team at the direction of the SENCO/Class Teacher to support teaching provision and pupil learning.
2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, to help them to achieve to the best of their ability.

This will include small group or 1:1 work with individual students.

3. At the direction of the Class Teacher, to help to organise activities, prepare resources and implement strategies for teaching and learning.

This may include, assisting with hydrotherapy, physiotherapy and speech and language therapy. Use of the school library, standing frames, walkers.

4. Support programmes for teaching literacy and numeracy and assist pupils to access the full curriculum. Be familiar with lesson plans, short term goals and learning objectives.

This may include intensive interaction, modelling and use of ICT.

5. Observe pupils' performance and using the systems in place in the school/class provide the teacher with feedback on pupil progress in relation to provision.
6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption as agreed in the school's Behaviour Management Policy.

7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed.

This will include assisting with personal care needs, standing, walking, positioning, assistance with splints and gaiters, assistance at meal and snack times, assisting with pre-determined physical plans such as stretching and exercising. All of the above will be in place following appropriate training and confirmation of competence.

8. Communicate and liaise with other members of school staff in order to ensure the most effective provision for pupils' academic, physical, emotional and social development.

This may include the therapy and health team, school office (resourcing and ordering), manual handling risk assessor.

9. Under the direction of the Class Teacher, communicate with professionals from outside the school and contribute to meetings held to review pupils' progress.
10. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils.
11. Supervise pupils in the playground and organise break and lunch activities.
12. Attend trips with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.

This may include short trips accompanying pupils within the local area (without a teacher, where a risk assessment has deemed it appropriate), or travel to another location where a qualified member of staff is present to lead a session (for example – music therapist or physiotherapist).

13. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee.

Personal responsibilities

1. Be aware of key school plans, policies and procedures, especially the School Improvement Plan, Staff Code of Conduct, Behaviour Policy, Health and Safety Procedures and Child Protection Procedures.
2. Take part in the appraisal process in order to identify and agree development and training needs.
3. Within your contracted hours, and as identified in Performance Management Processes, undertake such training as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Be aware of the emotional, behavioural, learning and physical needs of the pupils you support.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.

PERSON SPECIFICATION

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Education:

1. Hold GCSE (A-C) or equivalent in English and Maths.
2. Willingness to attend training as appropriate and relevant to the post, within and outside of school.

Experience:

3. Experience of working with children with a physical disability (in either a paid or unpaid capacity) preferably in an education setting.

Abilities:

4. An awareness of and ability to support the learning and physical needs of the pupils.
5. Ability to form and maintain appropriate professional relationships and boundaries with children and young people.
6. Ability and willingness to work as part of a team.
7. Ability to supervise pupils effectively both in and out of school in line with the school's policies.
8. Ability to communicate effectively with a range of people.
9. Ability to organise the classroom activities e.g., preparing and setting out resources and implementing strategies for teaching and learning (under direction).
10. Ability to deal with sensitive information in a confidential manner.
11. Understanding of basic First Aid procedures.
12. Knowledge and understanding of and commitment to implement the school's curriculum strategies.
13. A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
14. A commitment to deliver services within the framework of the school's equal opportunities policy.
15. Understanding of and commitment to work within the scope of school policies and procedures.
16. Knowledge & understanding of the school's health and safety policy.
17. An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to pupils' learning.
18. Willingness to attend and participate in meetings to review pupils' progress.



Safer recruitment process

Oasis Academy is committed to safeguarding and promoting the welfare of children and young people.

In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.

Reference checking References from the previous and current employers will be taken up for shortlisted candidates, before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided.

Probation All new staff will be subject to a probation period (which may, in certain circumstances, be extended).

The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides Oasis Academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

Equal Opportunities Oasis Academy is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all. Oasis Academy is committed to ensuring our workforce is reflective of our diverse student population and is therefore committed to increasing representation of staff of Black, Asian and Minority Ethnic backgrounds across all roles and at all levels.

Hear from some of our South Bank Scholars

Charmaine Mokadas - Teacher Scholar 2018, Art Trainee with Schools Direct now Head of Art:

“Being a Teacher Scholar is the best way to get into teaching in my opinion and it’s the reason why I applied to work at South Bank. You get to work in the school for a year first before you are thrown into the deep end of a training course. During the year you gain so much experience in the school, get to know the school’s systems, rules and understand the culture so when it comes to your training year you're not overwhelmed. You already know the expectations and can therefore have a more successful training year to gain QTS.

Being a Teacher Scholar enhanced my ability to work with the SEND and most vulnerable students, so when I started teaching I already had developed techniques and built relationships that helped me succeed as their classroom teacher. Over the year you have the privilege of being in lots of different lessons so you learn different teaching techniques from observing outstanding practice which I could then implement when I started teaching in September.

The Initial Teacher Training at OASB has taught me so much, our high quality training makes South Bank stand out and we get so much support, like weekly coaching feedback, weekly department meetings and weekly line management meetings. It has been the best experience and I look forward to continuing my teaching profession here.”

George Long - Teacher Scholar 2016, Science Trainee with Schools Direct and now Head of Year 8

“I graduated from Sheffield University with a Biology Degree. I started working at the Oasis City Farm in the summer of 2015, at which point I worked very closely with the students from Oasis Academy South Bank. I enjoy working with the students so much that I became a Teacher Scholar at OASB. Spending a year in all types of classrooms enhanced my passion and drive to become a teacher and then in September 2017 I started my Schools Direct teacher training course, training as science teaching and in 2019 I became Head of Year 8”

Shevone Bajulaiye - Teacher Scholar 2016, Science Trainee with Schools Direct and now Head of Year 7

“My journey to becoming a teacher started in 2018 when I was doing my masters in molecular and cellular cancer biology, which was coming to an end. I was looking for teaching jobs so put my CV out on numerous recruitment sites not really understanding the process of becoming a teacher and what that entailed. I was finding it difficult to get a place in a school so late on in the year. I heard of the Teacher Scholar opportunity at South Bank and so applied. In the year of being a Teacher Scholar I had experience in a school setting working with some of the most vulnerable students, which further cemented my interest in teaching. I then applied to the teacher training program with Schools Direct, ARK, which enabled me to progress as a trainee teacher the following academic year, gaining my QTS in 2020. I am now an NQT science teacher and as of recently I have taken on extra pastoral responsibilities being Head of Year 7.”



recruitment@oasissouthbank.org


Ofsted
Outstanding
School

2014/2015

