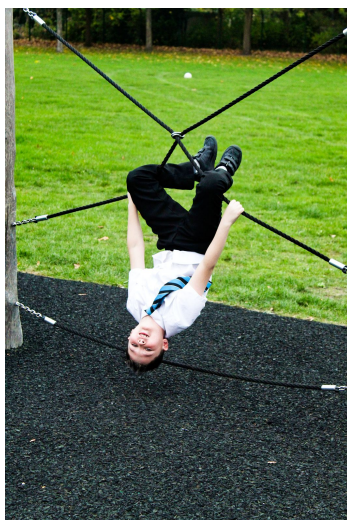


Learning Support Assistant Application Pack

NJC 4-6

Starting Jan 20 : Full Time



Welcome to Jewell Academy

Thank you for considering Jewell Academy for the next step in your professional journey. Jewell Academy is a primary school with 420 children and our own pre-school. Jewell Academy opened in September 2013 with just two Reception classes and one Year 1 class. We are now a full school. We are two form entry, mixed ability and gender academy. The facilities at Jewell Academy are fantastic, including a studio hall for PE and Dance, 2 multi-use games areas, a large school field, allotment, kitchen classroom, designated Early Years unit and a school kitchen which cooks our hot meals freshly on site.

We believe that every child is a Jewel; unique and special. We value each child as an individual, listening to their aspirations and celebrating each step that takes them closer to their goal. This enables them to reach their fullest potential. Children come to us with different starting points and experiences and it is important to acknowledge this. Every child needs to know they are unique and special, and we work hard to ensure a sense of belonging is established from a child's first day. This is also the case for our team.

The key to ensuring children become lifelong learners, is ensuring the curriculum is fun, exciting and relevant. Our Early Years develop these skills using the characteristics of effective learning. This continues as the children move into Year One and begin to access the National Curriculum. Literacy and Numeracy skills are essential to enable children to access the world around them. In a world that is always changing, we ensure children develop their problem-solving skills and resilience through open-ended tasks, where they are allowed to make mistakes and learn from them. In addition, our three school rules, "Safe, Ready and Respect" ensure children are Safe in all they do, Respectful to all and Ready for anything, not only at school, but in life.

We are looking for an outstanding Level 3 practitioner to support in our pre-school.

Excellent further professional development is offered by Jewell Academy, supported by the innovative and unique Aspirations training programmes. You will join a school that enables all pupils to access a broad and balanced 'No Limits' curriculum and develops their abilities and personalities, irrespective of race, gender, ethnic origin or disability.

Visits to our academy are welcomed and encouraged and we look forward to meeting you. Please contact the school office (details below) to arrange a suitable time.

Best wishes,

Mrs A Waddington
Acting Principal – Jewell Academy

School Office : Mr Simon Northover (Office Manager) 01202 774830 office@jewell-aspirations.org

Closing date for applications: 12 noon on Friday 13th December 2019

Interviews will be held on week commencing 9th September 2019

For more information please visit: www.jewell-aspirations.org or www.aspirationsacademies.org

Learning Support Assistant at Jewell Academy Job Description

Post Title	LSA
Salary/Grade:	NJC 4-6 Full Time (Monday -Friday 8.30am-3.15pm Permanent
Academy:	Jewell Academy Bournemouth
Reporting To:	Principal
Disclosure Level:	Enhanced

Class Teacher responsibilities are applicable to the individual post and outlined in the School Teachers Pay and Conditions Document. This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis, as part of Teacher appraisal to clarify individual responsibilities within the school and Trust structure and character of the post as identified below.

Main purpose

The LSA will:

- Support the teacher in the classroom and in preparation for lessons.
- Support children in their educational and social development.
- Provide extra support for pupils with special educational needs or disabilities.
- Provide extra support for pupils with English as an additional language.

Duties and Responsibilities

- Support children with mathematics, reading and writing on an individual, class or small group basis.
- Help children who need extra support to complete tasks.
- Give extra support to children with special educational needs, disabilities or English as an additional language.
- Help the teacher to develop learning programmes and activities, and adapt appropriate materials.
- Assist the teacher with marking and correcting work, and other administrative tasks.
- Prepare the classroom for lessons and practice good housekeeping to ensure the classroom remains in good order.
- Listen to children read, read to them and tell them stories.
- Support the teacher in managing class behaviour.
- Supervise group activities.
- Look after children who are upset or have had accidents.
- Take part in training, meetings and reviews.
- Create displays from pupils' work as directed by class teacher.
- To support on the playground during lunch and play time ensuring children are engaged in appropriate activities.
- Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and providing feedback to the teacher.

- Support the use of IT and computing in learning activities and develop pupils' competence and independence in its use.
- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.
- Help out with school events, trips and activities.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Other areas of responsibility

- Lead an area of the curriculum

Person Specification:

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> · Previous experience working with children. · Education to secondary school level at least. · Knowledge and understanding of child development and children's and families' needs. Level 3 Early Years qualification	<ul style="list-style-type: none"> · Previous experience working in a school setting. · Relevant qualification with regard to working with children, such as NVQ 3. · Paediatric First Aid
Organisation	<ul style="list-style-type: none"> · Ability to plan and organise. · Ability to recognise and identify problems. · Ability to record and pass on information accurately. 	<ul style="list-style-type: none"> · Ability to cope with many roles/ responsibilities. · Understanding of the importance of parental involvement.
Special skills and interests	<ul style="list-style-type: none"> · Ability to encourage and enable others to develop their full potential. 	<ul style="list-style-type: none"> · First aid, music, arts and crafts, computing. · Any extra interests related to childcare. · Knowledge and experience of Trauma and Attachment theories.
Disposition and attitudes	<ul style="list-style-type: none"> · Ability to build relationships and to lead and work as part of a team. · A friendly, helpful, caring and flexible approach. · Open-mindedness and patience. · A commitment to equal opportunities. · Ability to maintain confidentiality in all school matters. 	<ul style="list-style-type: none"> · High levels of self-confidence. · Ability to relate well to other professionals.
Physical attributes and other circumstances	<ul style="list-style-type: none"> · Ability to physically fulfil the responsibilities of the post. · Willingness and ability to attend appropriate meetings and training. · Reasonable personal presentation. · Excellent punctuality. 	<ul style="list-style-type: none"> · Flexible approach.



Aspirations Academies

Aspirations is a successful and rapidly growing sponsor of primary and secondary academies in southern England and is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever changing world. We educate over 7,000 young people from ages 4 to 18.

Our academies are located within three geographical regions, or districts: West London, South Coast (Bournemouth, Poole and Dorset) and Banbury (Oxfordshire). We operate primary, junior, secondary and studio schools and one post-16 college.

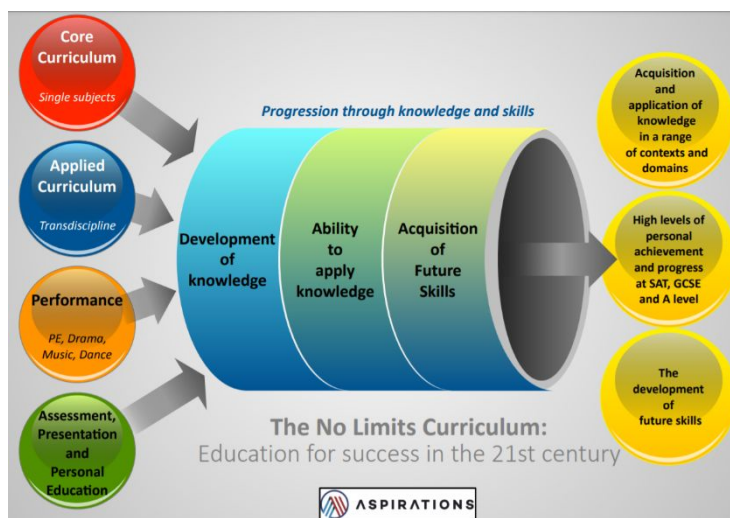
In 2020, we will open two all-through academies in partnership with Ian Livingstone OBE, a pioneer in the UK games industry and the Government's Creative Industries Champion.

The vision of Aspirations is that there is equality of opportunity for all and a recognition that as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened. The ability to dream about the future while being inspired in the present to reach those dreams is paramount for all Aspirations learners.

The 'NO LIMITS' curriculum framework is based around INTENT, IMPLEMENTATION and IMPACT alongside the expectation that the curriculum in each academy additionally values ingenuity, creativity and risk-taking. Accelerated progress will come through the development of CORE and APPLIED learning whereby individual subject and trans discipline learning will unify knowledge, skill development and application. The drivers for change are encompassed in the Guiding Principles of Self – Worth, Engagement and Purpose. Our children need to be engaged in their learning, understand the purpose and subsequently have a high level of self-worth that will be resilient throughout their school life and beyond.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles, beliefs and aims of Aspirations . For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



CONTACT

World Business Centre 3
Heathrow Airport
Newall Road
Hounslow
TW6 2TA
United Kingdom

020 7360 4400

info@aspirationsacademies.org

Safe Recruitment Procedure

Aspirations and Jewell Academy Bournemouth are committed to safeguarding and promoting the welfare of all children, young people and staff. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

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 (Exemptions) Order 1975. 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.

Shortlisting

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application. Observations for longlisted candidates may take place before a shortlist is drawn up.

Interview

Those shortlisted will then take part in an interview with questions relating to the job description and person specification. There will also be a specific tasks relevant to the role. An observation at your current setting will be organised in addition to the interview.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.

Please do not hesitate to contact us should you have any further questions.