



Learning Support Assistant
Band 6
Recruitment Pack

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Introduction from the Acting Headteacher

Dear Candidate

Thank you for your interest in the position of class teacher at St Matthew's CE Primary School & Nursery.

I am delighted that you have taken the opportunity to consider joining our hardworking and dedicated staff team.

St Matthew's is a popular and thriving voluntary controlled church school in the West Bowling area of Bradford where parents, staff and governors work closely together as a school family to make sure that all pupils have a positive experience and achieve their full potential.

Our ethos builds on the Church of England foundation of the school, promoting the belief that every individual has the right to be the best they can be and flourish in their lives.

The dedicated staff team at St Matthew's provide a wide range of lessons and activities in order to enhance learning. We work hard to make sure that all our pupils, regardless of gender, class, additional support need, religion or ethnic heritage have equal access to a broad, balanced and adapted curriculum and are provided with opportunities to develop their sense of self-worth, increase their self-esteem and grow in confidence.

Keeping our pupils safe is one of the most important aspects of our work and we take safeguarding very seriously.

Please take the opportunity to enjoy exploring our website to find out more about our school community <https://www.stmatthewsprimary.org.uk/>

Visits to the school are strongly recommended and we invite all prospective candidates to make an appointment to visit our school. Please contact Cara Dyer, Business Manager cara.dyer@stmatthewsce.bradford.sch.uk to arrange a visit.

Please do not hesitate to get in touch if you have any questions about our school.

Miss Shabnam Iqbal

Acting Headteacher



Our School

St Matthew's is a two-form entry primary school with a 52 place nursery based at the top of the M606. We serve the diverse community of West Bowling, which sits just outside the centre of Bradford.

We currently have 415 pupils on role and our pupils come from a wide variety of backgrounds with 26.95% of our pupils being eligible for Free School Meals.

St Matthew's is at the heart of the local community and partnership is our watchword.

Our school is well resourced with support staff who support learning. We are lucky to have our own team who support our most vulnerable children and those with additional needs.

To find out more about our school, please visit our school website, Facebook page and Twitter.

Job Advertisement

Learning Support Assistant Level 3

Temporary fixed term of 1 year

Pay: Band 6/7

Job Summary

A new and exciting opportunity has arisen for an experienced Level 3 Learning Support Assistant to join St Matthew's Primary School and Nursery.

Would you like to share your gifts and talents in a forward-thinking school that strives for excellence in all areas?

Are you committed to supporting our pupils in their learning and want to work in a wonderfully caring and driven school?

Vacancy Information

St Matthew's Primary School is a thriving and inclusive school. We continuously look to significantly invest in our staff, to make a real impact on the lives of our children.

We are seeking to appoint an experienced and committed Learning Support Assistant. The candidate will possess passion and commitment to ensure all are given the best start in life.

This post will involve working alongside the class teacher, planning delivering and assessing small groups of pupils. Applicants must be committed to providing high quality provision for our children. In addition, the successful applicant will need a good understanding of the needs and development of young learners and have a good knowledge of behaviour management strategies.

We are looking for candidates who have:

- G.C.S.E. (grade C or above) in Maths and English or an equivalent level 2 qualification
- A good level of spoken and written English
- A calm and caring nature
- A flexible approach and the ability to use their initiative
- The ability to work successfully as part of a team
- Experience of working with children
- Please refer to the Job Description for further requirements. Innovative, takes the initiative and liaises well with all colleagues and parents alike

Please refer to the job description for further requirements.



We can offer:

- A commitment to your on-going professional development
- Children keen to learn with supportive families
- A hard-working and professional school environment
- A team of caring, hardworking and dedicated staff with a sense of humour who are committed to making the school the best it can be

Visits to the school are strongly encouraged and individual times can be arranged by contacting Cara Dyer, Business Manager on 01274 731693.

Closing Date: 8am, Tuesday 12 December 2023. Shortlisted candidates will be notified by telephone and email.

Interviews will be held in person week commencing 11 December 2023.

St Matthew's CE Primary School is committed to safeguarding and promoting the welfare of our pupils and we expect all prospective candidates to share this commitment. All candidates are subject to an Enhanced DBS Check and recruitment checks satisfactory to the school.

Please note: CVs are not accepted for this post.

JOB DESCRIPTION

POST TITLE:	LEARNING SUPPORT ASSISTANT
GRADE:	BAND 6/7

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. St Matthew's CE Primary is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. St Matthew's CE Primary is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately adapted and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils.
- Make decisions using initiative where appropriate within established working practices.
- Will contribute to the overall ethos/work/aims/vision of the school.
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community
- Will appreciate and support the role of other professionals.

- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.
- Will transfer work and resources back to the teacher and feed back any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately adapted and suitably challenging.
- Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.
- Support the teacher in establishing, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist and provide suggestions on the implementation of Educational Health Care Plans, My Support Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- May be required to supervise/teach whole classes in the short-term absence of the teacher in accordance with short term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on tasks and support with their learning.

- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carers concerns, dealing with them sensitively under the direction of the teacher.
- Will be responsible for maintain manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. English, Maths, KS2, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.

- Will take delegated responsibility in the supervision of Teaching Assistants, students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's Designated Safeguarding Lead or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation. (E) • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. (E) • Experience of working with pupils with additional educational needs and more able special educational needs. (D) • Experience of working in a relevant discipline. (E) • Experience of teaching a class in the absence of a teacher. (E)
QUALIFICATIONS / TRAINING:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E) • Level 3 NVQ for Teaching Assistants or equivalent qualification or experience. (D) • Other relevant qualifications relating to the post e.g. Level 3 NVQ in Health/Childcare, first aid qualification. (D) • Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, math, English etc.(E)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Will possess a full working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation. (E) • Will have knowledge of the policies covering their service area. (E) • Knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. (D) • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. (D) • Good organisational and problem-solving skills with the ability to work proactively and independently. (E) • Good communication skills. (E) • Exercise advisory, guiding, negotiating and persuasive skills at a developed level. (E) • Excellent numeracy/literacy skills. (E)

- Good ICT skills. (E)
- Ability to use relevant equipment/resources. (E)
- Ability to self-evaluate learning needs and actively seek new learning opportunities. (E)
- Ability to understand classroom roles and responsibilities. (E)
- An understanding of the needs of a multicultural society. (E)
- An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)
- Knowledge of Behaviour Management. (E)
- Knowledge and commitment to schools Equality policy. (E)
- Knowledge of Health and Safety requirements. (D)
- Ability to relate well to pupils and adults. (E)
- Flexibility to cover a class at any time (sometimes may be at short notice). (E)
- Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. (E)
- Ability to remain calm under pressure; prioritising conflicting demands. (E)
- Demonstrate a commitment to working with children of the relevant age. (E)
- Demonstrate good co-operative, interpersonal and effective listening skills. (E)
- Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)
- Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. (E)
- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E)
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)