



Crossley Hall Primary School

Part of Pennine Academies Yorkshire

Recruitment Pack

Learning Support Assistants

To start ASAP

Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.

'Crossley Hall is a safe haven for all our pupils. A place where pupils and staff alike feel at home welcomed and accepted. We embrace those quirky traits, nurture imperfections and value differences. Inclusion here is a mind-set, not an intervention, program or specific 'room' in school. It is a way of thinking, it is who we are!'

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and a bespoke writing curriculum. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We welcome you to come and visit and find out more!

Eleanor Monnery

Headteacher

Headteacher: Mrs E Monnery
Crossley Hall Primary School - 01274 488703

Learning Support Assistants - Permanent



Band 5 SCP 4 - 6, Term-time only
32.5 hours per week (actual salary £17,013.00 - £17,587.00)
Monday - Friday, 8.15am - 3.15pm

Are you committed to improving pupil outcomes? Hardworking with a sense of humour? We are looking for Learning Support Assistants to join our driven and passionate team. You will need to be hardworking, resilient and with the highest of expectations of our pupils as well as the ability to work as part of a flexible and happy team.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or e.jarockyj@chps.paymat.org

As a Learning Support Assistant at Crossley Hall Primary School, we will offer you:

- ✓ Tailored CPD and opportunities to support career progression
- ✓ Enthusiastic children who are keen to learn
- ✓ A positive and thriving working environment
- ✓ A supportive leadership team, with a great sense of humour!

Crossley Hall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications regardless of age, gender, ethnicity or religion.

The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK. This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Closing date: Ongoing
Interview date: Ongoing

JOB DESCRIPTION – LEARNING SUPPORT ASSISTANT

Salary: Band 5 SCP 4 - 6

Date: September 2024

Responsible to: Senior Leadership Team (SLT)

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining Pennine Academies Yorkshire 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. Pennine Academies Yorkshire 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. Pennine Academies Yorkshire 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 enable access to learning in the community as part of a teacher planned approach.
- To support the class teacher and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- 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 wellbeing 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 contribute to the overall ethos/work/aims of the school.
- 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.
- Undertake 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 supervise and support pupils consistently at all times; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- 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.
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials including the safety and wellbeing of the pupils 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.
- Will occasionally be required to supervise the class for brief periods in a lesson where the classroom teacher is not available.
- 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 whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work cooperatively with others and engage in activities led by the teacher.
- Will prepare the classroom as directed 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 predetermined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and 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/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's 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.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL/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 nominated Child Protection Co-ordinator 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 Criteria	
Grade C/4 GCSE English and Maths or equivalent	E
Education and Training:	
Evidence of further professional development	
Other relevant qualifications	
Relevant Experience:	
Experience of working in a team situation	
Experience of working with or caring for children of relevant age	
Experience of working with pupils with additional educational needs	
Experience of working in a relevant discipline	
Skills and Aptitudes:	
Commitment to the safeguarding and promoting the welfare of children and young people	
Ability to communicate effectively, both written and oral, with a wide range of people	
Stamina and resilience	
Ability to foster excellent relationships with pupils	
Ability to promote inclusion at all times	
Good ICT, numeracy and literacy skills	
Ability to use relevant equipment/resources	
Ability to self-evaluate learning needs and actively seek new learning opportunities	
An understanding of the needs of a multicultural society	
Ability to understand classroom roles and responsibilities	
Excellent organisational and problem solving skills with the ability to work proactively and independently	
Problem solving skills	
Knowledge of the school's relevant procedures or practices	
Good communication skills	
Ability to relate well to pupils and adults	
Ability to work constructively as part of a team	
Ability to remain calm under pressure	
Demonstrate a commitment to working with children of the relevant age	
Demonstrate good co-operative, interpersonal and effective listening skills	
Maintain confidentiality in matters relating to the school, it's pupils, parents or carers	
Ability to perform all duties and tasks with reasonable adjustments where necessary	
Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties	
In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level	