

Learning Assistant

Band 5 (SCP 4-6)
2x Fixed Term Posts



Creating future leaders who are kind,
confident and successful

Welcome to Newby!

Dear Candidate,

Welcome to Newby and thank you for your interest in this exciting position at our school. Due to an increase in the number of EHCPs and children receiving SEN Support we are looking for some new members to join our passionate and caring support team.

Our school vision, 'Creating future leaders who are kind, confident and successful,' applies to everybody at Newby. It reflects our passionate commitment to learning and the recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community. We believe our approach will inspire a love of learning and unlock the potential that lies within all of our children. Our ambition is to prepare them to be kind, confident and successful citizens both now and in the future.

The same principles also apply to our staff. We believe truly in Richard Branson's ethos of 'training people so they are so skilled they could move on but treating them so well they don't want to.'



We are a happy school looking for 'can do' people who believe in going the extra mile, and who have a growth mindset and are excited by the opportunity to continuously explore and develop. We believe we are creating a culture of curiosity which leads to an open, innovation-friendly environment where the whole team contribute effectively to our school's success.

If the above sounds like something you'd like to commit to and is a context where you feel you could grow, we may well be the school for you.

Gareth Baterip

Proud Headteacher of Newby Primary School

About Newby!

Newby is a two-form entry Primary School, with a 39 place morning nursery, catering for children aged from three to eleven.

The school is in West Bowling, one mile south of Bradford City Centre, and ten minutes from the M606, giving easy links to the M62. Unlike many inner-city schools, Newby has a settled population. 93% of our children stay with us from Reception until Year 6. Our families are ambitious, upwardly mobile and caring members of society.

The school was rebuilt in 1985 and has had several improvements and additions since then. We are unusual in that many of our classrooms remain 'open-plan' and we are in the process of developing our environment.



Creating future leaders who are kind, confident and successful.



We pride ourselves on providing a warm, welcoming and modern environment for our community.

In addition to our main school building, we have a separate Sports Hall with a well-resourced art room, a multi-use games area, and two separate blocks comprising our Community Room and additional meeting, PPA and office space in the School House. These facilities result in us being able to offer a broad range of activities and events across the school year.

Please look at our school website to really get a flavor of our unique and special school.

www.newbyprimary.co.uk

Teaching at Newby

What makes us different?



Every school will tell you that it is unique—and there is a lot of truth in that—but we've tried to list the things that we do differently at Newby.

To truly appreciate it we would welcome you to come and visit to see for yourself.

The Environment:

We believe passionately in the importance of a purposeful, calm and inviting environment. We are developing our classrooms so that they reflect our pedagogical approach.

Curriculum:

We have a new, innovative and bespoke curriculum led by the newly introduced 'Curriculum Leadership Team'. Subjects are organised under 'Big Questions' which provoke debate and discussion and allow children to tussle with some important concepts.

Children's work is culminated in 'Beautiful Work Books' as a means of expressing what they have learnt and not what they have 'done.'

We know that our children learn best through experiential learning, so we bring the curriculum to life through trips out of school and visitors coming into school. We are passionate believers of Sustained Shared Thinking and have fully embedded this into our EYFS & KS1 practice, with plans in place to further extend this into KS2.





Staff Development:

We use coaching at the heart of our work together. Our CPD addresses both pedagogical and subject pedagogical development and is always underpinned by research. Formal observations have been replaced with coaching opportunities where every teacher takes control of their own development.

Teachers have the time to focus on 'honing their skills.' Subject leadership of all subjects is recognised with a TLR and is not a UPS expectation. We feel it is important all staff have the opportunity to grow and develop as classroom practitioners, using research to 'test' and embed the strategies which have the biggest impact on learning.

Team work:

We see working together as a team as a real strength. Each year group consists of a shared open plan learning space with separate class spaces. Year group teams comprise of two class teachers and support staff. This enables a flexible and responsive approach to teaching. Each year group team takes PPA time together. This enables a collective responsibility for learning across the year group with collaborative lesson planning and shared resources being the norm.



Creating future leaders who are kind, confident and successful.

Job Description/Person Specification

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 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. 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 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.
- Assist in the planning of learning activities.
- 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, responding and meeting the individual and physical needs of each child whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education 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.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including 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 co-operatively with others and engage in activities led by the teacher.
- 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.
- 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.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, 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 assist in the supervision of 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 Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special Conditions of service:

- All applicants must be willing to sign a Disqualification Declaration form.
- An enhanced DBS with Children's Barred list check is required for the successful applicant.
- It is an offence to apply for the role if barred from engaging in regulated activity with children.
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable adults/finance.
- Online searches will be conducted on short listed candidates.
- All applicants' attention is drawn to the school's Child Protection and Safeguarding policies which may be found on the Policies Page on our website along with the Newby Primary Privacy Notice for Applicants and our DBS policy which includes information on the employment of ex-offenders.

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.

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation. (E) • Has experience of working in a primary school (D) • Has experience of collaborative working (E) • Has experience of working with children with a range of additional needs (E) • Has experience of working with children with complex needs (D) • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent (E) • Other relevant qualifications relating to the post e.g. Level 2 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. Team Teach, SEND (D)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Will possess knowledge of the School's relevant procedures or practices. (D) • Will have an outline understanding of relevant legislation. (D) • Will have knowledge of some of the policies covering their service area. (D) • Good communication skills (E) • Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (D) • Good numeracy/literacy skills. (E) • Basic ICT skills. (E) • An understanding of the needs of a multicultural society. (D) • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E) • How to support children in literacy and numeracy (E) • Awareness of child development. (D) • Knowledge and commitment to schools Equality policy. (D) • Ability to relate well to pupils and adults. (E) • Ability to remain calm under pressure. (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. (E) • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E) • Safeguarding responsibilities (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)

How to apply

If you would like to visit our school, please contact the school office and speak to Linda Bristow (Office Manager) on 01274 772208. We can then arrange an appointment.

We would be delighted to welcome you, show you around school and answer any question you may have.

If you wish to apply for this post:

- ⇒ Please complete the application form online outlining how you meet the criteria on the job description and person specification.
- ⇒ Supplement your application with a letter of no longer than 2 sides of A4.
- ⇒ Your letter of application should outline your reasons for applying for the post at Newby and give an indication of what you can offer our school.
- ⇒ References will be sought for shortlisted candidates prior to the interview date.
- ⇒ Successful candidates are subject to an enhanced Disclosure check from the Disclosure and Barring Service.
- ⇒ Hard copies of your application can be sent for the attention of the Headteacher, Newby Primary School, Ryan Street, Bradford, BD5 7DQ



Key Dates:

Closing date: 9am Monday 10th July Shortlisting: Tuesday 11th July

Interview Date: Friday 14th July