**VOLUNTEER GRADUATE LSA**

**Application Pack**

**Location:**

Newhall Primary Academy and Nursery, Roundhouse Way, Harlow CM17 9SF

**REAch2 Registered address:**

REAch2 Academy Trust, Henhurst Ridge Primary Academy, Henhurst Ridge, Branston, Burton Upon Trent, Staffordshire, DE13 9SZ

[www.reach2.org](http://www.reach2.org)

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**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

You are invited to submit an application form, which is available together with this document.

**Closing date for applications:** Recruiting throughout Summer Term to end of August 2021

**Interviews:** Throughout the Summer term and September 2021

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the online [Equality and Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact the school office.

**Completed application forms should be sent to:**

The Headteacher at office@newhallacademy.org

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**Job Description**

**Post:** Volunteer Graduate LSA

**Responsible to:** Headteacher and SENCo

**Salary/Grade:** Unpaid/Voluntary

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Scope:**

The volunteer will support pupils’ learning under the leadership and supervision of the SENCo and class teacher. They will be involved in the life of the classroom and be expected to contribute to it.

**Responsible for:**

**SUPPORT FOR PUPILS**

* Support pupils’ learning under the direction of the class teacher
* Ensure pupil safety and access to learning activities in accordance with school policies
* Establish constructive relationships with pupil(s) and support individual needs
* Promote the inclusion and acceptance of all pupils
* Promote self-esteem and independence
* Support the pupil(s) and help them to make excellent progress
* Provide feedback to teachers on the pupil(s) achievement, progress, challenges etc.
* Contribute to termly and annual reviews regarding the pupil(s) progress, including attending meetings with parents, as required or where appropriate
* Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy
* Establish constructive and supportive relationships with parents/carers and pupil(s)

**SUPPORT FOR THE CURRICULUM**

* Undertake agreed learning activities/teaching programmes for groups of children as directed by the class teacher
* Help to prepare, maintain and use equipment/resources, including ICT to meet the lesson plans/relevant learning activity or intervention

**SUPPORT FOR THE SCHOOL**

* Be aware of and comply with policies and procedures of the school including safeguarding, behaviour, health & safety and security and data protection, reporting all concerns to an appropriate person
* Contribute to the overall ethos/work/aims of the school
* Participate in training and other learning activities and performance development, as required
* Accompany teaching staff and the pupil(s) on visits, trips and out of school activities and take responsibility for a small group under the supervision of the teacher

**These duties may vary to meet the changing demands of the school at the reasonable direction of the Headteacher.**

**Person Specification**

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| Qualifications & Experience | Specific qualifications & experience | Degree level (or equivalent). We would also consider those who are in the process of completing their degree or have other relevant childcare/primary education qualifications. Experience of working with children in a primary school environment would be an advantage but is not essential as in-house training will be provided |
| Knowledge of relevant policies and procedures | Basic knowledge of First Aid and understanding of a school environment would be an advantage but is not essential  |
| Literacy | Good reading and writing skills at GCSE Grade 4+ (C+) or equivalent |
| Numeracy | Good maths skills at GCSE Grade 4+ (C+) or equivalent |
| Technology | Knowledge of basic ICT to support learning and communication |
| Communication | Written | Ability to write basic notes and reports in good written language |
| Verbal | Ability to use good spoken language to communicate information clearlyAbility to listen and carry out instructions effectively |
| Working with children | Behaviour Management and Safeguarding | To become familiar with, understand and implement the school’s policies |
| SEN | To show empathy and support all children, including those with developmental difficulty or disabilities |
| Curriculum | To become familiar with, understand and implement the school curriculum |

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| Working with others | Working with partners | To become familiar with communication channels within a school and understand the role of others working in and with the schoolUnderstand and value the role of parents and carers in supporting children |
| Relationships | Ability to establish a very good rapport and respectful, trusting relationships with children, their families, carers and other adults |
| Team work | To be able to work effectively with a range of adultsTo demonstrate a very good work ethic |
| Information | To know, or learn to know when, how and with whom to share relevant informationAbility to follow instructions accurately |
| Responsibilities | Organisational skills | Good organisational skillsAbility to remain calm under pressure |
| Time Management | Ability to manage own time effectively |
| Creativity | Demonstrate creativity and an ability to sometimes resolve routine problems independently |
| General | Equalities | Awareness of and commitment to equality |
| Health & Safety | Basic understanding of Health & Safety |
| Child Protection | Understand and implement child protection procedures |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| CPD (Continuous Professional development) | Be prepared to develop and learn in the role |