

Olive Hill Primary Academy

A member of Stour Vale Academy Trust



Learning Support Assistant Candidate Pack

Happy. Confident. Responsible. Successful



Olive Hill Primary Academy
Learning Support Assistant
Part Time / Fixed Term
Grade 3, SCP 3-4
Actual Salary £18,801 - £19,016pa
32.5 hours per week / 39 weeks per annum

We are seeking to appoint an experienced, passionate and dedicated Learning Support Assistant to join our dynamic team. With a strong commitment to providing excellent education and nurturing environments.

Candidates should have the following qualities and experience:

- Minimum of NVQ level 2 qualification in supporting early years teaching and learning.
- Experience or knowledge of the Little Wandle phonics programme is preferable, although training will be offered.
- An ability to teach phonics and early reading.
- A strong desire to support the care, learning and education of young children.
- Demonstrate knowledge of the Early Years Foundation Stage curriculum (EYFS) and child development.
- Able to offer high quality support for play to our children, both indoors and outdoors, encouraging independence and a love of learning.
- Foster a positive and inclusive atmosphere, promoting children's social, emotional and academic development.
- Motivated, enthusiastic, friendly and able to work as part of a team.
- Collaborate closely with the class teacher to support the delivery of high-quality teaching and learning experiences.
- Good interpersonal skills, and able to communicate with children, colleagues and parents/carers.
- Able to make a positive difference to children's lives and develop relationships with children.

Our staff are motivated, caring, enthusiastic and hard working. They strive to provide the very best for our young children.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. We are committed to ensuring that no applicant will be disadvantaged or discriminated against of their protected characteristics under the Equality Act 2010.



About Olive Hill Primary Academy

Olive Hill Primary Academy is larger than the average primary academy, with over 470 pupils currently on roll from Nursery to Year 6. On 1st September 2017, the school became part of the Stour Vale Academy Trust. It was a founder member, alongside The Earls High School and Redhill School.

Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be happy children, confident individuals, responsible citizens and successful learners. In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency. At Olive Hill we deliver a broad and balanced curriculum that incorporates character development, academic achievement and oracy. We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. We act with integrity and compassion at all times. It is the strength of our relationships that allow us to deliver a high-quality education to all.

Olive Hill has a stable staff team who share a strong commitment to learning from the best practice in order to provide the best possible education and care for each individual child. The drive for the continued improvement in the quality of teaching has led to significantly improved rates of pupil progress, culminating in much improved attainment by the end of Key Stage Two. In comparison with national expectations, previously our children have entered nursery with low attainment and attainment at the end of Key Stage Two is now above the national figure.

The school provides a popular breakfast club and a private provider, Acorns, works closely with us to provide after school care in the school hall and provision for two-year-olds and three-year-olds in our community room.

Part of the school building dates back to 1938. Since January 2012, a substantial part of the school's budget reserves and devolved capital have been spent on renovating this space. This created a much-improved learning environment for children and staff. In 2015 the playground area was enlarged, and a new sport's pitch and forest school area were added. More recently in 2025 new outdoor learning environment was created for our Nursery children.

Historically there has been a high level of mobility across the school, making it even more important that the school continues to have robust assessment procedures and tracking of progress in place, alongside a very consistent approach to fostering excellent conduct and learning behaviour. Good liaison has enabled us to make immediate provision for the specific needs of children who have joined us from other primary schools or recently entered the country.

16% of children at Olive Hill are identified as having a special educational need. The percentage of children known to be eligible for the pupil premium grant is above the national figure at 24%. The percentage of children whose first language is believed not to be English is 30%. The good provision made for these individual children is enhanced by a strong partnership with the Learning Support Service, Educational Psychology, Virtual School and other relevant outside agencies.

Our school is a great place to work and learn. We are part of supportive community of parents, carers and other relatives. The staff team are dedicated to their profession and go above and beyond to provide the children with a rich education. The senior leaders act with compassion, integrity and a drive for excellence. The children are incredible and deserve the very best from the adults around them.

Our most recent OFSTED, in January 2022, recognised that:

"Staff expect pupils to behave well, and they do. Pupils know they must always be ready, respectful and safe"

"Pupils are at the centre of leaders' thinking in this inclusive school. Staff know the pupils well. They have an accurate view of pupils needs. Staff make sure that pupils are supported emotionally and that their pastoral needs are met. Leaders and staff want the best for pupils. They build caring relationships with them and their families"

"Pupils said that they feel safe and happy at school, and that they would recommend their school to anyone"



Job Description



Job Title:	Learning Support Assistant
Grade:	Grade 3 (SCP 3-4)
Responsible to:	SENCO, Phase Leader, or other designated manager
Responsible for:	Not applicable
Working weeks:	39 working weeks during term time

Core Purpose:

- Assist in the educational, personal and social development of designated students under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENDCO, phase leaders and class teachers).
- Support students by adopting relevant strategies and techniques to enable them to access the curriculum, engage with their learning and achieve their full potential.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Deliver measurable impact on pupil attainment as well as social and emotional well-being.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- The duties of the Learning Support Assistant will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and pupil(s) being supported. This may involve working in small groups or on a 1:1 basis and may include supporting pupils with an Educational Health Care Plan (EHCP).

Legal and Statutory Requirements

The Learning Support Assistant's professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation
- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)

Main Activities

Supporting Learning

- Under the direction of the class teacher, support and supervise pupils undertaking designated activities in a group or on an individual basis and to assist their learning and development by:
 - Clarifying and explaining instructions.
 - Facilitating the use of appropriate scaffolding for learning.
 - Mediating language as required.
 - Implementing specific strategies identified on individual support plans or EHCPs.
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all pupils and encouraging their participation and independence.
 - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
 - Nurturing the development of emotional literacy and social communication skills.
 - Encouraging and building pupil resilience and self-esteem.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Assist with the development and implementation of individual plans and programmes, including EHCP, IEP and behaviour plans.
- Provide classroom support in the teacher's absence for short periods of time.
- Support independent learning and inclusion of all pupils and provide feedback to pupils in relation to progress and achievement.
- Support the teacher in behaviour management, effective use of positive behaviour management techniques and strategies with support where required. Encourage pupils to take responsibility for their own behaviour.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Resources

- Prepare and clear up the learning environment including displays and the presentation of pupil's work.
- May handle small amounts of cash e.g. for school visits.
- Photocopying, filing, and preparing resources for lessons as directed by the teacher.

Exams, educational visits and other supervision

- Invigilating exams and tests.
- Escorting pupils on educational visits.
- Assisting with break time supervision including facilitating games and activities.

Personal and welfare support

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, assist pupils with dressing, hygiene and eating whilst encouraging independence.
- Supporting pupils emotional and social well-being, reporting any problems to the teacher.

Systems, policies and procedures

- Contribute to maintaining a safe environment.
- Be familiar with and implement staff codes of conduct and relevant school policies including those relating to inclusion, behaviour and homework.
- Carrying out the responsibilities of the post with due regard to the Academy's policies, organisation and arrangements, including (but not exclusively) those relating to Child Protection / Safeguarding, Health and Safety at Work, Data Security & Confidentiality and Equality.
- Responsible for the careful and safe use of equipment.
- Undertake training, networking and professional development as required by the school.

Team involvement

- Demonstrating own duties to new or less experienced staff.
- Performing such other duties as may be required from time to time.

Building relationships

- Establish constructive relationships and communicates with pupils to support learning and development and encourage acceptable behaviour.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- Promote the inclusion and acceptance of all pupils, staff and stakeholders.

Record keeping and information management.

- Contribute to basic monitoring, evaluating and assessment of pupil progress.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.

Other

- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/reporting all concerns to the appropriate person and disclosures to the relevant professional.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall vision and values of Stour Vale Academy Trust.
- Attend and participate in meetings, training and other learning activities and performance development as required.
- Any other duties commensurate with the duties/responsibilities/grade of the post.

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.



Personnel Specification



Job Title: Learning Support Assistant

Grade: Grade 3 (SCP 3-4)

Responsible to: SENCO, Phase Leader, or other designated manager

Responsible for: Not applicable

Working weeks: 39 working weeks during term time

No	Categories	Essential	Desirable
QUALIFICATIONS			
1.	NVQ level 2 in Maths and English (or equivalent), and/or qualified or willing to become qualified to Level 2 Teaching Assistant.	◆	
2.	Training in relevant learning strategies.		◆
3.	First Aid training.		◆
EXPERIENCE			
4.	Experience working with children individually and in groups.	◆	
5.	Experience of working with children across the range of ages served by the school.	◆	
6.	Experience with SEND children and challenging behaviour.	◆	
7.	Experience of running intervention programmes.		◆
ABILITIES, SKILLS & KNOWLEDGE			
8.	Able to support to pupils' learning on a one-to-one basis, or in groups, including the provision of specialist support for SEND students, as appropriate.	◆	
9.	An understanding of learning and the process of learning.	◆	
10.	IT and keyboard skills to support learning and allow record keeping.	◆	

11.	An understanding of safeguarding.	◆	
PERSONAL QUALITIES			
12.	Ability to relate well to adults and pupils.	◆	
13.	Ability to organise self and others.	◆	
14.	A calm, positive nature.	◆	
15.	Commitment to safeguarding and promoting the welfare of children and young people.	◆	
16.	Genuine respect for others and desire for equality of opportunity and diversity.	◆	
17.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these.	◆	
18.	Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise.	◆	
19.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust.	◆	



**For an informal discussion and to arrange a visit to the school
please contact:**

Deborah Walker
Executive Headteacher

Or

Megan Walters
Head of School
Telephone 01384 958439

Closing date for applications:

Friday 10th April 2026

Shortlisting:

w/c Monday 13th April 2026

Interviews:

To be confirmed

Please visit our websites

<http://www.svat.org.uk/>

<http://www.olive.dudley.sch.uk/>

**Please complete your application through 'My New Term'
CV's will not be accepted**

All candidates are subject to Safer Recruitment Procedures.