

# Candidate information pack



"A Community of Learners"

## Welcome from the Academy Principal

Dear applicant,

Thank you for your interest in joining our team here at Roundthorn Primary Academy. We are looking to appoint an enthusiastic **learning support assistant** to join our team at **Roundthorn Primary Academy**. You will have a clear vision of what constitutes excellent provision within a primary school setting and will be committed to achieving the highest standards.

We are looking for someone who:

- Has a passion for delivering a broad curriculum to primary aged children.
- Is fair, caring, flexible and dedicated.
- Is highly motivated with the ability to work as part of a team.
- Has clear drive and ambition to learn and develop themselves.
- Is adaptive and can work flexibly with other colleagues.
- Is committed to helping all children reach their potential.
- Is able to demonstrate strong communication and interpersonal skills.

We can offer:

- A school where role, workload and wellbeing are given high priority and are balanced.
- A friendly and caring school.
- Happy, enthusiastic and well-behaved children who have a passion for learning.
- High quality CPD and support from Focus-Trust as well as mentoring and support in school.
- A collaborative and supportive professional community.

We hope that you will find this information pack helpful in finding out more about this post. To find out more about Focus-Trust please visit **[www.focus-trust.co.uk](http://www.focus-trust.co.uk)** or Roundthorn Primary Academy **[www.roundthornprimaryacademy.co.uk](http://www.roundthornprimaryacademy.co.uk)**

**Please return all completed documents via the My New Term Platform by 12 noon on Friday 4<sup>th</sup> September 2026.**

Best of luck with your application,

John Taylor  
Executive Principal

## Welcome from Ken Lees, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Learning Support Assistant. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

Roundthorn Primary Academy is a school for around 210 children aged 3-11. We were assessed as Good in the Ofsted inspection in December 2023 with a judgement of Outstanding for Personal Development. When you visit you will find well-behaved children who are happy to be in school. Good quality teaching and learning combine to make Roundthorn a rewarding and exciting place to be.

I hope that we have given you a flavour of Roundthorn school. We have every confidence that we will successfully recruit a Learning Support Assistant who can support us to develop school further. We are a very supportive governing body with high expectations for our young people and staff, and hope that you feel encouraged to apply for the post.

Warm regards,

Ken Lees  
Chair of Governors



## Job description

|                       |                                                             |
|-----------------------|-------------------------------------------------------------|
| <b>School/Academy</b> | Roundthorn                                                  |
| <b>Job title</b>      | Learning Support Assistant                                  |
| <b>Accountable to</b> | Executive Principal                                         |
| <b>Line manager</b>   | Head of Academy                                             |
| <b>Grade</b>          | FT Grade 4, SCP 14-18                                       |
| <b>Contract type</b>  | Fixed term to 31/08/2027*                                   |
| <b>Contract term</b>  | Term time only, 08:00-15:00                                 |
| <b>Closing date</b>   | 12 noon Friday 4 September 2026                             |
| <b>Interviews</b>     | Thursday 10 September 2026                                  |
| <b>Address</b>        | Roundthorn Primary Academy, Roundthorn Road, Oldham OL4 5LN |
| <b>Telephone</b>      | 0161 770 8600                                               |
| <b>Email</b>          | roundthorn@focus-trust.co.uk                                |
| <b>Website</b>        | www.roundthornprimaryacademy.co.uk                          |

*\*Contract is fixed term and may be extended depending on SEN funding*

We warmly encourage you to visit Roundthorn Primary School and see what makes our community special. To arrange a visit, please contact the school office on 0161 770 8600 or email roundthorn@focus-trust.co.uk.

### Purpose of the role

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher/s in the management of pupils and the classroom.

### Main Duties

#### Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Supervise and support all pupils, including those with special needs, and in any key stage, to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS1 or KS2 or early years.
- Adjusting activities according to pupil responses and needs, including for those with special educational needs.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Promote self-esteem and independence amongst pupils.
- Support the implementation of Individual Education Plans, Behaviour Plans and Health care plans.
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.
- Use ICT effectively to support learning activities

### **Support for teachers**

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required
- Provide clerical and basic administrative support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities
- To attend team/staff meetings as required

### **Support for school**

- To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team
- Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons. (If this is an agreed part of the working pattern)
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher
- To be flexible to the ever changing needs of the children and the school and work across all key stages as required.

### **Fulfill wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the School and the Trust.
- Develop effective professional relationships with governors, colleagues, families knowing how and when to draw on advice and specialist support.
- To be willing and able to be part of a team of first aiders/fire wardens as may be required.
- Communicate effectively with pupils, school staff and visitors.
- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

### **Personal and professional conduct**

All Focus Trust staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a career with the Trust.

All Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the School, by:

- treating governors, pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an School environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the School and the Trust, and maintain high standards in their own attendance and punctuality.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the School and of the Focus-Trust.

### **General**

The post holder will:

- Be expected to actively support the work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal/Headteacher or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal/Headteacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with Trust's procedures.

## Person specification

### Key:

**App**- application form

**Ref**- Reference

**SP**- Selection process. This could include a range of exercise, including an interview

| Knowledge, Experience and Skills                                                                                                                                         |                         |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------|
|                                                                                                                                                                          | Essential/<br>Desirable | How<br>identified |
| <b>Experience</b>                                                                                                                                                        |                         |                   |
| Experience of using computer packages for word processing, spreadsheets, databases and researching information                                                           | E                       | App/SP            |
| Experience of team working to work effectively with others and meet deadlines and goals                                                                                  | E                       | App/SP            |
| Experience in using and maintaining accurate and quality electronic and paper-based systems                                                                              | E                       | App/SP            |
| Experience of working with young people with different abilities in a classroom/school environment or similar setting                                                    | E                       | App/SP            |
| Experience of contributing to reports on pupils' achievement and progress in a timely manner.                                                                            | D                       | App/SP            |
| Experience of working with learning resources and helping with their preparation to support learning programmes                                                          | E                       | App/SP            |
| Experience working with children in a SEN specialist area                                                                                                                | D                       | App / SP          |
| Experience working with children in a Sensory specialist area                                                                                                            | D                       | App / SP          |
| Experience in teaching phonics                                                                                                                                           | D                       | App / SP          |
| <b>Skills and abilities</b>                                                                                                                                              |                         |                   |
| Communication skills to liaise sensitively and effectively with parents and carers                                                                                       | E                       | App/SP            |
| Ability to relate well to children and adults                                                                                                                            | E                       | App/SP            |
| Effective organisational skills and ability to work to deadlines                                                                                                         | E                       | App/SP            |
| Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these                          | E                       | App/SP            |
| Interpersonal and communication skills to build and maintain successful relationships with colleagues and pupils, treat them consistently with respect and consideration | E                       | App/SP            |
| To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work                                                         | E                       | App/SP            |
| Able to work from instructions and use own initiative to make minor decisions.                                                                                           | E                       | App/SP            |
| Ability to interpret information and solve straight forward problems in order to meet the needs of the children                                                          | E                       | App/SP            |
| Understand and recognise the importance of ensuring a secure and safe environment for children and young people in which to learn and develop                            | E                       | App/SP            |
| Able to continually improve own practice/knowledge through self evaluation and learning from others                                                                      | E                       | App/SP            |
| Able to work flexibility across the spectrum of primary key stages                                                                                                       | D                       | App/SP            |
| <b>Knowledge</b>                                                                                                                                                         |                         |                   |
| Understanding of the relevant policies/codes of practice and awareness of relevant legislation in the context of your role.                                              | E                       |                   |
| General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies                                                          | E                       | App/SP            |

|                                                                                                                                                         |   |        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------|
| Understanding of equal opportunities and an awareness of potential barriers children may have around learning                                           | E | App/SP |
| Basic understanding of a child's development and learning.                                                                                              | E | App/SP |
| <b>Child protection</b>                                                                                                                                 |   |        |
| Understands why safeguarding is important when working with children.                                                                                   | E | App/SP |
| Ability to deal with sensitive issues in a supportive and effective manner with confidentiality and data protection principles in mind                  | E | App/SP |
| <b>Qualifications and training</b>                                                                                                                      |   |        |
| Willingness to gain a first aid certificate (as required)                                                                                               | E | App    |
| Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework                                                     | E | App    |
| NVQ 3 for Teaching Assistants or equivalent qualification or experience; strong NVQ2 candidates will be considered.                                     | E | App    |
| Willingness to undertake training in relevant learning strategies e.g. KS1 and 2 curriculums, subject specific, Special Needs, behaviour management etc | E | App    |
| Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)                                         | E | App    |
| <b>Personal qualities and attributes</b>                                                                                                                |   |        |
| Moral purpose (Equality, children and adults treated with respect)                                                                                      | E | SP/Ref |
| Child centered                                                                                                                                          | E | SP/Ref |
| Integrity – Responsible adult role model and being a positive influence                                                                                 | E | SP/Ref |
| Self-motivated                                                                                                                                          | E | SP/Ref |
| Enjoys challenge                                                                                                                                        | E | SP/Ref |
| Works to deadlines, with accuracy and attention to detail                                                                                               | E | SP/Ref |
| Enthusiastic and optimistic                                                                                                                             | E | SP/Ref |
| Self-awareness, knowledge of strengths and limitations                                                                                                  | E | SP/Ref |
| Able to remain calm and focused in a busy and demanding environment.                                                                                    | E | SP/Ref |
| To be flexible and adaptable to the ever-changing needs of the school                                                                                   | E | SP/Ref |
| Reliable and understands the importance of good attendance                                                                                              | E | SP/Ref |

## About our Academy

### Academy vision

"A Community of Learners – A one-form entry school in a close-knit community, focused on learning in and with the community.

### Our pupils

Our school serves a community close to the centre of Oldham with families predominantly of south Asian backgrounds.

### Our staff

We have a healthy mix of long-serving and newer staff across different roles. We work closely with Coppice Primary Academy, sharing an Executive Principal. Leaders of the two schools meet together regularly and expertise around the curriculum and subject leadership is shared between teachers.

### Our school organisation

Our pupil admission number is 30 and there is one class for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups.

### Our facilities

Roundthorn is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, there is a hall / gym and extensive school grounds.

We have our own kitchen and school meals are cooked on site. Privately managed before-school, after-school and holiday care is available to pupils. A pre-school nursery operates in the same building during the day.

### Our curriculum

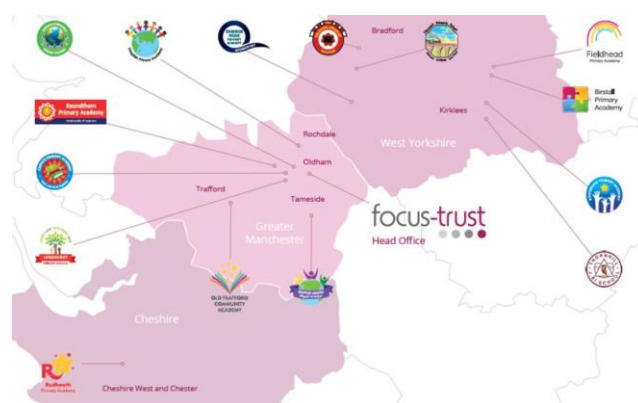
We have worked hard to establish a curriculum that meets the needs of all pupils. We have a Forest School leader and use Oldham Music Service to provide instrument tuition for children in KS2. We ensure that language and vocabulary development underpins everything that we do – "every lesson is a language lesson." We employ a sports coach to ensure high quality PE and after school provision for our children, including entering local sports competitions.

### Our extra-curricular activities

Our committed staff provide a wide range of clubs during lunchtime and after school, taking the opportunity to share their passions, interests and strengths. In addition to sports we have seen dance, cooking, computing, drama, sewing, art, science and music clubs provided.

| Roundthorn Primary Academy Quick Facts |                   |
|----------------------------------------|-------------------|
| Type of school                         | Primary           |
| Age range                              | 3 - 11            |
| Location/LA                            | Oldham            |
| Number of children                     | 210, plus Nursery |
| Number of teaching staff               | 8 (plus SLT)      |
| Number of support staff                | 28                |
| % FSM                                  | 23%               |
| % SEN                                  | 16.8%             |
| % EAL                                  | 54%               |

## What you might want to know about Focus Trust



Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.

The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

### Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

### Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

## **Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

## **Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

## **References and Social Media Checks**

If you are shortlisted, we will take up references before the interview date, unless you state otherwise on your application form. However, two satisfactory references must be received before we can confirm any offer of an appointment. One of your referees must be your current or most recent employer. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record, and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies, or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, on-line presence checks will be undertaken if you are shortlisted. This check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence, which potentially could damage the organisation's reputation.

## **Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the named person on the advert, if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

## **Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

## **Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

## Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate, using no more than 2000 characters, your skills, knowledge and experience and give short examples. Describe how you match the requirements of the role; include experience gained from previous jobs, community, or voluntary work. Ensure that the information you give is well organised, relevant, and brief. You may find it helpful to use sub-headings to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

## Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website [www.focus-trust.co.uk](http://www.focus-trust.co.uk) and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

## Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

## Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.

Please ensure that your application is completed on 'My New Term' by **12noon on Friday 4<sup>th</sup> September 2026.**

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.