

Recruitment Pack

Learning Support Assistant
Hatchell Wood Primary Academy



Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

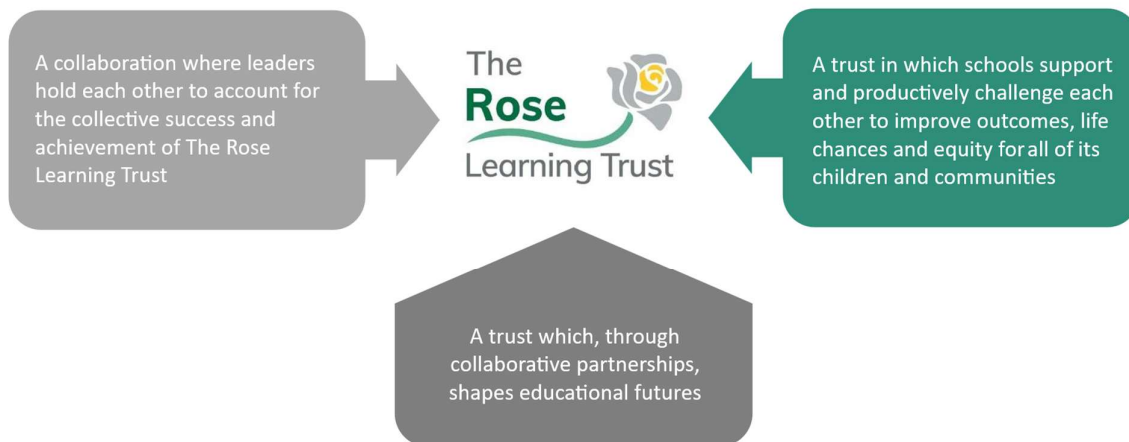
Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

Jeremy Harris
Chief Executive Officer



Vision

Transforming Futures Collaboratively



Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children





THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

Vision	TRANSFORMING FUTURES COLLABORATIVELY				
Values Statement	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
Strategic Objectives	Developing Pupils	Developing People	Developing Governance	Developing Growth, Business Facilities and Resources	Developing Communities and Partnerships
Developing Excellence Priorities	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

Hatchell Wood Primary Academy



‘An inclusive community where all children enjoy their learning and achieve their full potential’

At Hatchell Wood Primary Academy, we aim to provide the highest standards of education for our community. All the staff have high expectations of the children and themselves to ensure that each child becomes a confident, talented learner who achieves their full potential. We want your child’s time here to be memorable because they have had fun and enjoyed new experiences which has sparked their interest so that they want to do their best. Our aim is to prepare children for the future and for lifelong learning in a diverse and ever changing world with opportunities as well as challenges.

We strongly believe in a team approach, to utilise each others’ strengths, work together and to ensure that we increase our own expertise, knowledge and skill as professionals. We see every member of the team playing a key part in our school approach to improve outcomes and life chances for our children and their futures.



Learning Support Assistant Advert Information

Post	Learning Support Assistant - Early Years
Contract type	Fixed term until 31 st August 2027, term time only + 3 days
Grade & Salary	NJC Grade 5 – Scale point 4 to 6 Full time salary £25,185 to £25,989 Actual pro-rated salary £14,391.24 to £14,850.66
Hours	24 hours 25 minutes (24.58) per week Monday to Friday 8.15am to 13.30pm with a 20min lunch break, as directed
Reporting to	Phase Leader
Location	Hatchell Wood Primary Academy
Commencement date	1 st September 2026
Closing date	9am, 29 th June 2026
Shortlisting date	29 th June 2026
Interviews	Friday 3 rd July 2026

The Rose Learning Trust is a successful medium sized trust based in Doncaster and North Lincolnshire. We have grown from two schools to eleven over the last seven years with a central trust office based in Balby. We are a trust that lives our vision of ***transforming futures collaboratively*** in all our work to ensure we develop and grow sustainably and embed best practice for the benefit of our pupils.

Hatchell Wood Primary Academy is looking to appoint a highly motivated and organised professional to play a key role in our school. A vacancy exists for a hardworking and dedicated Learning Support Assistant to join our school.

As a member of staff, you also benefit from greater opportunities for professional development and promotion as we encourage movement between our academies to give you broader work experience. The Learning Support Assistant should always comply with the trust’s code of conduct, safeguarding policies and practices and have:



- Personal integrity and a commitment to the Nolan Principles of Public Service
- A commitment to diversity, equal opportunities and anti-discriminatory practices
- A commitment to ensuring children learn in a safe environment
- A commitment to professional development and training
- An affinity with The Rose Learning Trust culture and purpose

The successful candidate will:

- Be an enthusiastic, highly motivated individual who will bring a sense of energy and passion to the role
- Have a good level of general education - English and Maths at GCSE C (4) or above is essential
- Use their initiative to work independently and flexibly.
- Have experience of working with children.
- Enjoy working with children and forms good relationships with both children and adults.
- Understand the importance of meeting the social and emotional needs of children.
- Have experience and/or knowledge of adaptive practice in meeting the needs of pupils with SEND.

We can offer in return:

- A friendly, caring school which is central to the community.
- An inclusive ethos with enthusiastic and motivated learners.
- A happy and welcoming school where children, parents, staff and visitors feel valued for who they are.
- A dedicated and supportive team who create an ethos of success for both staff and pupils.
- Excellent professional development opportunities across a growing Multi Academy Trust.
- Wonderful pupils and parents who support the school in all that it does.

Please note LSAs are employed to work across the school and can be located in any class/phase within school as directed.

Application packs are available on MyNewTerm and should be returned via MyNewTerm by the closing date

To apply use the link below:

<https://mynewterm.com/jobs/145080/EDV-2026-HWPA-15412>

This post involves working with children and therefore if successful you will be required to apply for a Disclosure and Barring Service records check at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barringservice-check.

In line with our safer recruitment policy two reference will be sought before we interview.

We are committed to the equality of opportunity in the services provided to customers and all aspects of employment. We warmly welcome applications from all sectors of the community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Equality Act, for disabled applicants if these are needed.





Learning Support Assistant Job Description

As a member of staff in The Rose Learning Trust, you will benefit from greater opportunities for professional development, collaboration and career development.

Employment details

Job title:	Learning Support Assistant – Early Years
Reports to (job title):	Phase Leader
Grade and Salary	NJC Grade 5 – Scale point 4 to 6 Full time salary £25,185 to £25,989 Actual pro-rated salary £14,391.24 to £14,850.66
Contract Type	Fixed term until 31 st August 2027, term Time only + 3 days

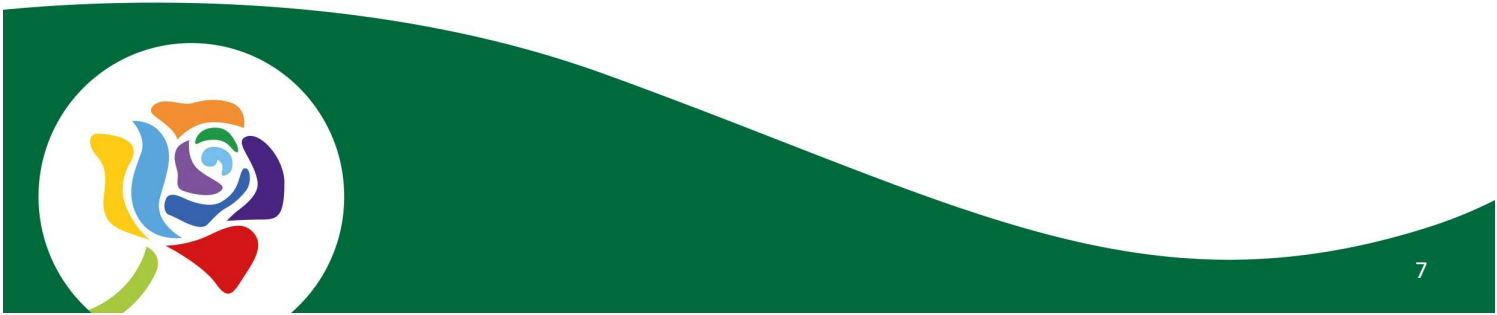
Job Purpose:

Main purpose of the post

Under the direction of Phase Leader/Class Teacher work as part of a team within school to promote the learning and welfare of pupils by providing practical and learning support to pupils, including those with special needs. The Teacher and the Learning Support Assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs – physical, behavioural, medical and emotional.

Please note LSAs are employed to work across the school and can be located in any class/phase within school as directed.

Duties and Responsibilities:



- To work with pupils, including those with Educational Health Care Plans, providing individual assistance/specialist support, implementing action plans, to maximise progress and achievement
- To attend and assist pupils with their hygiene, eating and general welfare requirements as necessary. To attend and assist pupils with intimate care and be responsible for supporting the complex medical needs of pupils and the completion of appropriate documentation where necessary
- To work closely with pupils individually or groups within schools/educational establishments or on educational visits, enabling them to achieve maximum access and participation in the EYFS Framework
- To work under the direction of the class teacher and to assist in the planning, administration tasks, monitoring and evaluation of the pupil's learning, ensuring that progress is clearly recorded and related to the learning objectives for that pupil.
- To help pupils to further develop in all areas of learning and in their Personal Development.
- To help pupils develop across all areas of the EYFS curriculum.
- To give in-class support to teachers, facilitating pupils' access to the curriculum including assisting teachers of practical subjects as required with priority being given to health and safety.
- To support the school's policy on behaviour and inclusion to ensure high standards of pupil engagement and behaviour.
- To implement appropriate specific skills programmes as may be arranged and directed by the Co-ordinator for Special Needs or other professionals, working as part of a team.
- To assist in maximising the use of ICT in the learning process.
- Where applicable, to assist in the writing of regular reports and reviews on pupil's progress, to assist with general administration of records.
- To liaise with parents and other agencies as required (i.e. Social Services, Health professionals etc.) as directed by the relevant professional.
- To inform other LSAs/Teachers on a daily basis regarding the progress of pupils.
- To contribute to the formulation of measures that are directly connected to pupil achievement, in partnership with parents and under the direction of the relevant professional.
- To support pupils with their pastoral needs.
- To work across break and lunchtime as directed.
- To play an appropriate part in child protection procedures, such as relating relevant factual information and recording/reporting disclosures to the designated teacher/relevant professional.
- To promote and embrace the strategies, systems and structures which support the mental health and well-being of both, pupils and staff.



- To work collaboratively with Class Teachers and other support professionals within the classroom as directed.
- To undertake further training and CPD to support both pupils and self

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the trust's staff code of conduct.

The post holder's duties must be carried out in compliance with the trust's:

- Safeguarding policies
- Equality policies
- Information Security policies
- Financial Regulations
- Health & Safety at Work Act
- and all other trust policies

The Rose Learning Trust takes its duty to safeguard the young people with which it works seriously and is committed to safeguarding and promoting the welfare of children. Applicants will undergo child protection screening appropriate to the post, including checks with past employers.

All Rose Learning Trust staff members are required to undertake an Enhanced Disclosure and Barring Service check (EDBS)

The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check.



Learning Support Assistant

Person Specification

PERSON SPECIFICATION	Essential	Desirable	How Identified
AF – Application Form CQ – Certificate of Qualification I – Interview			
Qualifications and Training			
GCSE English and Maths at grade C (4) or above	x		AF/I
Willingness and ability to obtain and/or enhance qualifications and training for development in the post.	x		AF/I
In addition to Maths & English hold an NVQ Level 2 or better/equivalent relevant qualification.		x	AF/I
First Aid Certificate		x	AF/I
Relevant Experience			
Working with/or caring for children	x		AF/I
Experience of working with children with special needs and/or in a school environment.		x	AF/I
Experience of working with children across EYFS.	x		AF/I
Knowledge and Skills			
Good numeracy/literacy skills	x		AF/I
Good understanding of early child development and learning/EYFS	x		AF/I
Good communication and interpersonal skills.	x		AF/I
Good understanding of adaptations to support SEND learners within EYFS		x	AF/I
Personal Qualities			
Ability to relate well to children and adults	x		AF/I
A calm, pleasant and sympathetic manner	x		AF/I
Ability to work as part of a team	x		AF/I
Flexible	x		AF/I
Safeguarding			
Understanding and commitment to safeguarding procedures within a school environment	x		AF/I
Understanding of Data Protection & Cyber Security	x		AF/I
A satisfactory DBS check being undertaken before employment commences	x		N/A
Two satisfactory references received before employment commences	x		N/A

