



Co-op Academy  
Southfield

# Learning Support Assistant (Special Educational Needs SEN) Candidate Pack

# Welcome

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

Co-op Academy Southfield is an inspiring place to work and learn, as part of the Co-op Academies Trust, Southfield aims to secure excellence in all aspects of its work. It is one of thirty schools in the Trust, and one of three Special Schools. All schools in the Trust demonstrate a strong commitment to cooperative values and principles. It is therefore vital that applicants are willing to fully embrace these, embedding them into the learning experiences for students and use them to drive up academic standards further. The Trust is a successful and highly collaborative partnership of schools committed to raising the educational ambitions of the communities it serves.

Our academy offers an outstanding, inclusive and inspirational learning experience for pupils aged 11-19 with a wide range of complex educational and medical needs. The academy is designated for up to 360 pupils and students with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Autistic Spectrum Disorder.

We are seeking to appoint permanent 'Learning Support Assistants' (SEN) to commence as soon as possible or by November 2024. As one of our Learning Support Assistants based at Co-op Academy Southfield, you'll find the job rewarding as you will help make a difference to the lives of young people with a range of special educational needs and disabilities. Some of the key activities you will be involved in as follows:

- You'll support the class teacher in the planning and delivery of an appropriately differentiated and suitably challenging creative curriculum.
- You'll provide personal care to students and administer medication as and when required
- You'll support pupils with special needs and disabilities, to access learning activities, communicate effectively with them and ensure their safety, including supporting students in our on-site swimming pool
- You'll work collaboratively as part of a cheerful and effective team
- You'll relate well to students and adults, adapting methods and respond to the needs of different students
- Following appropriate training you'll assist with the implementation of individual students' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans.

It is essential you have experience of working with young people with special educational needs or disabilities. Experience of behaviour management or physical intervention is also essential.

You'll have a NVQ2 for Teaching Assistants or an equivalent qualification, and be willing to learn a range of new skills. If you meet these criteria and have good communication skills, we would love to hear from you.

For this role, we require our Learning Support Assistants to work 32 hours per week, term time only plus 1 week (Monday 8.45am to 4.15pm, Tuesday to Friday 08.45am to 3.30pm).

Formal training will be provided where necessary in specialist strategies, moving and handling, medical interventions, safeguarding, PREVENT, GDPR and Team Teach (de-escalation and physical intervention to support challenging behaviour).

For further detailed information please refer to the Job Description and Person Specification in the following pages.

Interested in the role?

Should you have any questions in regards to this role, or would like an informal discussion with the Academy, and/or would like to arrange a visit, please contact Marie Harper (Staff Development Manager) in the first instance via email on [marie.harper@coopacademies.co.uk](mailto:marie.harper@coopacademies.co.uk)

Completed applications should be submitted via the recruitment portal <https://co-opacademiestrust.face-ed.co.uk/Vacancies>

Best wishes,

Victoria Clough | Head of School

# Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

The Co-op Academies Trust is a multi-academy trust operating across three hubs: Greater Manchester; West Yorkshire; and Staffordshire and Merseyside. We currently have 33 schools across the regions including secondary, primary and special schools plus a sixth form college. This makes us one of the most diverse multi-academy trusts in England.

The Co-op Academies Trust is governed by a very experienced Trust board consisting of senior members within education and business; about half the members work in senior leadership positions within all areas of the Co-op. Our Trust has a commitment to deliver a three-year strategic plan, developed in 2022, which gives a strong direction of outcomes needed in all areas, community impact and a moral code of practice for all members of Co-op Academies Trust to adhere to.

All our academy governing councils have a Chair of Governors from the Co-op as well as two to four Sponsor Governors. Each hub is led by a Regional Director - a proven leader of schools and an outstanding practitioner with a track record of improvement in education.

Within our leadership team, we have a National Leaders of Education (NLE) and a former NLE. We have a well-developed school improvement offer, including access to 18 different specialist directors. We have the full support of the Co-op who offer a range of services to all our academies, including enrichment opportunities, seconded staff, resources and expertise in the areas of education that overlap with commerce.

Most of our academies have a history of being in very difficult circumstances with many of them serving deprived communities. As well as bespoke individual plans to support academies, we offer school improvement strategies across the Trust that includes school-to-school support, links to external sources of expertise and internal directors. We want the very best for our academies and the diverse communities we serve, with the highest of ambition and aspiration for all students.

Throughout all of our academies you will clearly see our strong core vision and values called the Ways of Being, giving the Trust an ethical code that every stakeholder buys into and engages with.

Good luck with your application and thank you for considering Co-op Academies Trust as the next stage in your career.

Best wishes,

Dr Chris Tomlinson | Chief Executive Officer

# Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

Self-help – we support learners, parents, carers and staff to help themselves

Self-responsibility – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

Democracy – we give our learners, parents, carers and staff a say in the way we run our schools

Equality – we believe that the voice of each individual should be heard

Equity – we run our schools in a way that is fair and unbiased

Solidarity – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

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We strive to demonstrate the following ethical values in everything we do:

Openness – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty – we act in a professional and respectful manner in our dealings with everyone

Social responsibility – we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

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We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

# Job Description

## Learning Support Assistant(s) (Special Needs) Co-op Academy Southfield

Salary: Level 2 SCP 5-6

Location: Bradford, West Yorkshire

Start date: November 2024

Reports to: Senior Leadership Team

### Purpose of the role

- To complement and proactively support the teacher in planning, delivering and assessing a differentiated and suitably challenging curriculum.
- To complement and proactively support personalised programmes: interventions and therapies (including feeding, hydrotherapy, personal hygiene, mental health, physical health and behavioural).
- Work within school policies, procedures and code of conduct under the direction and guidance of line manager and within an agreed system of supervision. This will include but is not limited to;
  - 'Safeguarding and Child Protection Policy' in line with Part 1 of the statutory guidance in Keeping Children Safe in Education.
  - Acting in accordance with the Data Protection Act and maintaining confidentiality at all times e.g. access to staff, pupil, parent and carer files.

### Key accountabilities (and specific duties / responsibilities):

- To work under the instruction/guidance of teaching/senior staff and the supervision of your line manager. Training and supervision relating to healthcare interventions will be provided by NHS professionals.
- To be accountable for the support, progress and supervision of students within the scope of the role. The post holder will be accountable for compliance with all school policies and procedures e.g. raising safeguarding concerns at the earliest opportunity and participation in school reporting protocols.
- Assist with the implementation of individual students' Education Health and Care Plans (EHCPs), Behaviour Plans, and NHS Care Plans – including personal hygiene, moving and handling, health, physiotherapy, eating and drinking, communication, sensory, de-escalation and physical intervention needs.
- Deliver health interventions deemed appropriate to the role. (see Appendix 1)
- Respond appropriately to the pupils' needs to ensure physical and emotional wellbeing, and social development, taking into account diversity e.g. language, culture, ability, race and religion.
- Be adaptable and responsive, promote self-esteem, engage and motivate students.
- Prepare, create and maintain a purposeful, orderly and supportive learning

environment to minimise barriers to learning. Take responsibility for the care, storage, preparation, maintenance and use of equipment, including specialist resources such as communication aids, multi sensory equipment, moving and handling aids, physiotherapy and medical equipment.

- Ensure familiarity with students' learning intentions and the school's recording system in order to proactively and accurately contribute to the assessment of progress. Feedback constructively to students, the teacher and other relevant colleagues.
- Ensure familiarity with student's Behaviour Support Plans in order to de-escalate potentially challenging behaviour at earliest opportunity e.g use positive strategies.
- Support with physical interventions whenever required following Team Teach training. Report incidents of challenging behaviour in line with the school's policy and reporting systems and offer prompt assistance to colleagues as/when required.
- Communicate and where appropriate, establish constructive relationships with members of the public, other professionals and organisations to support achievement and progress of pupils. This includes teaching staff, parents/carers, governors, Ofsted representatives, school reviewers & other professional partners.
- 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.
- Support students with their use of ICT, as directed by the teacher, and develop student's competence and independence in its use.
- Use IT to support the teacher and other senior staff with recording and reporting e.g. uploading photographs and data input for assessment purposes.
- Support students outside of lessons e.g. support learning during lunch/break times, accompany staff and students on visits and out of school activities; taking responsibility for a group under the leadership of the teacher.
- Contribute positively to our school ethos and the overall vision, values and guiding principles of the Campus and Trust.
- Engage professionally with training courses and opportunities provided either by the school or external providers. Cooperate fully with training schedules in order to keep skills, knowledge and certification up to date. This will involve collaboration within class teams, taking an active part in team meetings and planning discussions.
- Participate in your own performance development, identify and address any training needs and monitor performance development through active engagement with line manager.
- Carry out any other reasonable request as and when required

## Key Relationships

Pupils

Parents of students at Co-op Academy Southfield.

Colleagues of Co-op Academy Southfield.

Third party individuals providing additional support to our students

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used under which the detailed routines are assumed to be included in the job description.

Colleagues should not refuse to undertake work, which is not specified on this form, but they should record what they consider to be additional duties they are required to perform, and these will be taken into account when the post is reviewed.

## Appendix 1

### Bradford District Achievement Partnership Agreed Delegate tasks Learning Support Assistant - Level 2

It is a requirement that the post holder will undertake the following health tasks;

- Administer medicine in accordance with prescribed medicine, with pre-calculated dosage provided via naso-gastric tube, gastrostomy tube, orally or applied to skin, eyes and/or ears.
- Administer adrenaline auto-injectors (e.g. Epipens).
- Administer Buccal or intranasal midazolam and Hypo Stat or Gluco Gel.
- Assist with inhalers, cartridges and nebulisers.
- Emergency treatments covered in basic first aid training, including airway management.
- Nasal or oral suctioning which does not go beyond the back teeth and where there is an effective cough.
- Assist with prescribed oxygen administration, including oxygen saturation monitoring where required.
- Non-invasive ventilation care for a child with a predictable medical condition and stable ventilation (Non-invasive includes Constant Positive Airway Pressure (CPAP) and Bi-level Positive Airway Pressure (BiPAP).
- Monitor blood glucose and carbohydrate counting as agreed by the pupil's lead nursing /medical practitioner, e.g. GP, Paediatrician, Children's Diabetes Nurse Specialist.
- Bolus or continuous feed via naso-gastric tube or gastrostomy.
- Bolus or continuous feed using a pump via gastrostomy or jejunostomy.
- Stoma care including requirement to maintain including requirement to maintain patency in an emergency. (colostomy/flange) ask carol e.g ileostomy.
- Catheter care

Note: This list of delegated tasks is derived from the Royal College of Nursing advisory list of procedures that may be delegated to non-health support workers. This is within a robust framework of clinical risk assessment and governance as advised in the document 'Meeting the Health Needs in Educational and other Community settings: A guide for nurses caring for children and young people,' Royal College of Nursing, 2018.



# Person Specification

## Learning Support Assistant(s) (Special Needs)

### Co-op Academy Southfield

App – Application form

SP – Selection process (which could include a range of exercises, including an interview)

Ref - Reference

	Essential / Desirable	How identified
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• NVQ2 for Teaching Assistants or equivalent qualification</li> <li>• GCSE English and Mathematics Grade C/4 or equivalent</li> <li>• Qualifications relating to post e.g. health, children, practical skills, first aid, minibus driving, food hygiene.</li> </ul>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p>	<p>App</p> <p>App</p> <p>App</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with students with special educational needs</li> <li>• Experience of working as part of a team</li> <li>• Experience of positive behaviour management and physical intervention</li> <li>• Team Teach trained</li> <li>• Experience of using of hoists and physical positioning equipment</li> <li>• Trained in Moving and Handling</li> <li>• Experience of therapy and health interventions</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>	<p>App, SP &amp; Ref</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p>
<p><b>Skills, Ability, Knowledge</b></p> <ul style="list-style-type: none"> <li>• Evidence of previous personal development</li> <li>• An understanding of the needs of students with Special Educational Needs, and the issues they may face</li> <li>• Willing and able to meet the physical and personal needs of students e.g. by using hoists and completing</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p>

<p>personal care</p> <ul style="list-style-type: none"> <li>• The ability to provide a range of care including some medical interventions (with training)</li> <li>• Understanding of child development and learning</li> <li>• Familiar with strategies specific to Autism, ADHD, sensory impairment, alternative communication systems, developmental play, early literacy and numeracy strategies.</li> </ul>	<p>Essential</p> <p>Essential Desirable</p>	<p>App &amp; SP</p> <p>App &amp; SP App &amp; SP</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Willingness to undertake development and training and then apply the skills and knowledge within the role</li> <li>• Ability to relate well to students and adults</li> <li>• Ability to work constructively and proactively as part of a team: share the workload, remaining calm under pressure, showing positive listening skills, accepting &amp; following class responsibilities</li> <li>• Flexibility and readiness to respond constructively to change</li> <li>• Mental resilience to meet demands of role e.g. extended periods of challenging behaviour or multiple personal care duties</li> <li>• Adaptability &amp; readiness to participate enthusiastically alongside students in all activities, including sport and performance</li> <li>• Trained in areas relevant to post e.g. Child Protection, IT, Epilepsy, Makaton, PECs, Intensive Interaction.</li> </ul>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p>	<p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p> <p>App &amp; SP</p>

## Role would ideally suit someone who is:

- Has experience in working within SEN
- Genuinely interested in supporting teachers and for students to gain a lifelong love of learning
- Supportive, non-judgemental, positive and flexible
- A confident, highly motivated and efficient individual who has a flexible approach to their work
- Interested in and sympathetic towards co-operative values and co-operative education
- Committed to creating the best possible opportunities for students

## How to apply

To apply please complete the TES application form on the TES recruitment portal on <https://www.tes.com/jobs> All completed applications should be submitted via Tes.

For an informal chat about the role and the academy, and/or to arrange a visit, please contact Marie Harper - Staff Development Manager - on [marie.harper@coopacademies.co.uk](mailto:marie.harper@coopacademies.co.uk)

The closing date for applications is: 9am, Friday 10th October 2024

## Interview timetable

Interviews will take place on: 15th & 16th October 2024

Shortlisting communications will be sent to candidates from our Academy's recruitment email [sthf-recruit@coopacademies.co.uk](mailto:sthf-recruit@coopacademies.co.uk)

*Co-op Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf*

*This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*

## What we offer:

- Excellent opportunities for personal and career development within the Co-op Academies Trust;
  - Employee benefits such as retail discounts, reduced gym membership, cycle to work scheme and much more;
  - Local government pension scheme and recognised continuous service;
  - Co-operative flexible benefits, including cycle to work and 30% Co-op discount and 10% from non-branded products. Discount on Co-op services (insurance & legal)
  - Season ticket and rental deposit loans
  - Free flu vaccine and eye tests
  - Free access to our 'Health Assured' a confidential 24/7 Employee Assistance Programme;
  - Access to Wisdom - our Health & Wellbeing app to support your well being on the go
  - Effective, supportive and dynamic leadership;
  - A superb, school building with a flexible and creative ICT rich working environment;
  - A welcoming, friendly, supportive, effective and efficient professional/Continuing professional development.
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Co-op Academy Southfield,  
Haycliffe Lane, Bradford, BD5 9ET

[southfield.coopacademies.co.uk](http://southfield.coopacademies.co.uk)

Telephone: 01274 779662

*Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.*

*Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*