



Pennine Academies Yorkshire

# RECRUITMENT BROCHURE





## WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

### DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

### WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

### WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

**Michael Thorp** CEO





## WELCOME FROM THE HEADTEACHER

**Dear Candidate**

Let us tell you more about our great school! We are an inclusive, energetic and vibrant one-form entry primary school, situated in the Clayton area of Bradford. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 7 schools. Here at Clayton Village, our team of dedicated staff are proud of our children. At our school every child matters and we strive to ensure that the children are well cared for and enjoy learning in a happy and safe environment.

The school aims are:

***Aim High***

***Be Respectful***

***Create Happy Memories***

Which are at the heart of everything we do. We do our utmost to ensure that the children feel valued, work hard and are encouraged to reach their full potential.

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and the Wright Stuff. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and wellbeing.

We believe all our children are included in all experiences so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build positive relationships first based on mutual respect-everyone is expected to be ready, respectful and responsible.

As a school, we actively promote diversity, tolerance and respect for people of all faiths, cultures and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly'.

Not only do we have enthusiastic, well-behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our inclusive ethos resonates throughout the school and we are proud to cater fully for our children with additional needs.

Our school-based provisions for children with Communication and Interaction Needs (including Autism) and SEMH work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

**Heidi Rahim**  
**Headteacher, Clayton Village Primary School**





## EMPLOYEE BENEFITS

### WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
  - Counselling Services
  - Mindfulness Services
  - Weight Management
  - Physiotherapy
  - GP Helpline
  - Cancer & Chronic Illness Support
  - Menopause Support
  - Nurse Support
  - Whole School & Leadership Support
  - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities







## WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

### SO WHY WOULD YOU JOIN PENNINE?



1

#### WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

#### WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

### **PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS**

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

### **WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?**

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

### **TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM**

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

# LEARNING SUPPORT ASSISTANT- SEPTEMBER 2025



**Clayton Village Primary School | T 01274 414115**

**Headteacher: Heidi Rahim**

## **CLOSING DATE:**

Friday 26<sup>th</sup> September 2025 at 9.00am

## **INTERVIEWS:**

Week Commencing 29th September  
2025

**30 hours per week, Band 5 SCP 4-6, actual salary £17,382 - £17,658**

**Working pattern 8.30am to 3.00pm each day**

Are you committed to achieving the best outcomes for all pupils? Are you an outstanding practitioner with a real passion for exciting teaching and learning? We are looking for Learning Support Assistants to join our team from September 2025. The successful candidates will need to be hardworking, resilient and have the highest of expectations of our pupils as well as the ability to work as part of a flexible and happy team.

**As a Learning Support Assistant Clayton Village Primary School, we will offer you:**

- Tailored CPD and opportunities to support career progression
- Enthusiastic children who are keen to learn
- A positive and thriving working environment
- A supportive Leadership Team

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please see our website <https://www.claytonvillage.org.uk/> to view our Safeguarding Policy.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the school are strongly recommended. To arrange an appointment or for any further information please ring the Operations Manager, Lizzi Styles, on 01274 414115 or email [l.styles@cvps.paymat.org](mailto:l.styles@cvps.paymat.org).

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

## **What Ofsted say (November 2024 )**

"This is a happy and inclusive school community. Staff have high expectations for pupils' behaviour and achievement."



# JOB DESCRIPTION



**JOB TITLE/POST:**

**LEARNING SUPPORT ASSISTANT**

**SALARY:**

**BAND 5 SCP 4-6**

**RESPONSIBLE TO:**

**SENIOR LEADERSHIP TEAM**

**DATE:**

**SEPTEMBER 2025**

## GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.





## PRIME OBJECTIVES OF THE POST:

- To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.
- To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

## KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

## EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will contribute to the overall ethos, work and aims of the school.
- Will appreciate and support the role of other professionals.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional, behavioural or physical difficulties.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Will have the ability to reflect on their own practice and the willingness to keep learning.
- Will demonstrate a clear understanding of equality and inclusion and ensure that any incidents of racism, bullying, harassment, victimisation and any form of abuse are challenged in line with school policy and the equality act.
- Be vigilant and sensitive to any child protection or safeguarding concerns that arise, reporting any concerns to the Designated Safeguarding Leads in line with school policy and procedure.

## RESPONSIBILITIES

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate statutory tests and undertake routine marking of pupils' work, including recording simple observations of children's performance where appropriate, e.g. Early Years, SEND pupils.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work cooperatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against predetermined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will 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.



- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS2, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupil's competence and independence in its use
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

## ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

## SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).



## OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.





# PERSONNEL SPECIFICATION



## ESSENTIAL CRITERIA

- Grade C/4 GCSE English and Maths or equivalent

## EXPERIENCE

### JOB SPECIFIC EVIDENCE:

- Experience of working in a team situation
- Experience of working with or caring for children of relevant age
- Experience of working with pupils with additional educational needs
- Experience of working in a relevant discipline

## QUALIFICATIONS / TRAINING

## KNOWLEDGE:

- Evidence of further professional development
- Other relevant qualifications
- Ability to communicate effectively with a range of internal and external stakeholders
- Ability to relate well to pupils and staff
- Excellent English, Maths and IT skills
- Work constructively as part of a team
- Ability to remain calm under pressure
- Demonstrate good cooperative, interpersonal and effective listening skills
- Demonstrate a commitment to working with children of the relevant age
- Flexible and willingness to accept change
- Approachable, courteous and able to present a positive image of the school
- Maintain confidentiality in matters relating to the school, its pupils, parents and carers.
- Ability to use relevant technology including keyboard/computer skills (after training) if required
- Ability to understand classroom roles and responsibilities and your own position within these

## PERSONAL CIRCUMSTANCES

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.
- For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.



**Pennine Academies Yorkshire**

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