



# SEND Learning Support Assistant Recruitment Pack

The Devonshire Hill Nursery & Primary School  
★★★★★  
Successful Learners

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# Letter from the Headteacher

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Dear Applicant,

Thank you for expressing an interest in applying for the position of SEND Learning Support Assistant at The Devonshire Hill Nursery and Primary School. This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, please note that visits to the school are welcomed and strongly advised.

Yours sincerely,

Julie D'Abreu  
Headteacher

## About The Devonshire Hill Nursery and Primary School

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The Devonshire Hill Nursery and Primary School is a Haringey Council Community School, with children aged from 2 to 11, situated in Tottenham. The majority of our families live locally to the school, many in the White Hart Lane Ward. Our school is two form entry from Reception to Year 6. We have a Nursery that offers part time places of 15 hours spread equally over the week of either morning or afternoon provision for children aged 2, 3 and 4.

Devonshire Hill is a successful school, attaining Ofsted Good in November 2016 and Ofsted Good in June 2014 for our Two-Year-Old Provision that opened in January 2014. The staff and Governors at our school are committed to providing the very best learning opportunities for our children in a safe, secure and friendly community environment. We provide very high quality education with a strong focus on teaching children key skills in English and maths. Alongside this we teach an exciting international themed curriculum, including many learning experiences outside of the classroom through a range of school trips and by inviting experts into school.

In addition to the statutory curriculum our children have the opportunity to learn to speak Mandarin, learn to play an instrument, learn to swim and to visit many places of interest including a residential trip to Wales.

We have a strong focus on using technology as a learning tool and the children have access to a range of technology including the use of netbooks and tablets. We have the highest expectations of all our children and we expect them to aim high and to achieve their full potential academically and with their personal social development both in and out of school. We have a strong belief in good behaviour and good manners with an emphasis on caring for each other and taking on responsibility, which is one of our 8 school House Characteristics. All staff and children from Year 1 to Year 6 are placed into one of our four 'Houses' and will be in friendly competition each week to score individual and team House points!

We want all our children to go onto secondary school ready to further develop their lifelong love of learning, with a solid foundation in the core skills enabling them to build upon these skills, and to become confident, successful and responsible citizens for the future.

# SEND Learning Support Assistant

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<b>Responsible to</b>	: Class Teacher/Assistant Headteacher for Inclusion
<b>Pay scale</b>	: Scale 4 - (£16,735 - £18,816 per annum)
<b>Terms and conditions</b>	: 32.5 hours per week – 40 weeks per year

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The school are seeking to appoint three enthusiastic and motivated SEND Learning Support Assistants to support the needs of pupils with Special Educational Needs and Disabilities (SEND). This will involve recording and reporting attainment and progress made by the child/children to the class teacher and parents; preparing and utilising resources; and assisting the teacher to deliver a personalised and highly differentiated curriculum.

Candidates must be committed to contributing to a high quality, safe and stimulating learning experience. A positive, flexible, 'can-do' attitude will be essential.

## Our school can offer you:

- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.

## The successful candidates will need to have:

- Experience working with children in an educational setting, preferably from 0-11 years.
- Experience working with pupils with a range of SEND.
- Working knowledge of the Code of Practice for SEND and school policies relating to Special Educational Needs and Child Protection.
- Working knowledge of national curriculum and other learning programme specifically relevant to children with Social Communication difficulties and more complex needs.
- Understanding of principles of child development and learning processes and in particular, barriers to learning for children with ASD & Complex Needs.
- The ability to plan effective actions for pupils with a range of SEND, including children with Social Communication difficulties and more complex needs.
- The ability to reflect on your own professional practice and willingness to undertake additional training/staff development as appropriate.

The Devonshire Hill Nursery and Primary School is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant's background credentials, including enhanced DBS checks.

Visits to Devonshire Hill are warmly encouraged and can be organised by contacting Ihesha Blackman, Receptionist, on 020 8808 2053 or by emailing [admin@devonshirehill.haringey.sch.uk](mailto:admin@devonshirehill.haringey.sch.uk).

Please visit [www.devonshirehill.com/vacancies](http://www.devonshirehill.com/vacancies) for further application documentation.

<b>Closing date:</b>	<b>Thursday 29<sup>th</sup> June 2017 (noon)</b>
<b>Interview date:</b>	<b>Week commencing 3<sup>rd</sup> July 2017</b>
<b>Start date:</b>	<b>4<sup>th</sup> September 2017</b>

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

# Job Description

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<b>Job title</b>	: SEND Learning Support Assistant
<b>Responsible to</b>	: Class Teacher/Assistant Headteacher for Inclusion
<b>Pay scale</b>	: Scale 4 - (£16,735 - £18,816 per annum)
<b>Terms and conditions</b>	: 32.5 hours per week – 40 weeks per year

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## Purpose of the role:

To work under the guidance of the classteacher and Assistant Head for Inclusion to support the needs of pupils with Special Educational Needs and Disabilities (SEND). This will involve recording and reporting attainment and progress made by the child/children to the class teacher and parents; preparing and utilising resources; and assisting the teacher to deliver a personalised and highly differentiated curriculum.

Staff may also be required to supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and keep pupils on task.

## Main duties and responsibilities:

### Support for Pupils

- Support for SEND children in a mainstream school to make good progress against their starting points
- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Support provision for pupils with a range of special needs, including supporting the delivery of the school's SEND intervention group, Jade class, as required
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

### Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assist in the development and implementation of appropriate behaviour management strategies

- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

### Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils, including the use of visual timetables.

### Support for the School

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required.

### Please Note:

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

All staff in school are expected to:

- Respond confidently and professionally to parents/carers, visitors and staff members at all times
- Demonstrate commitment in line with the school high expectations
- Identify own areas for professional development and commitment to the schools ethos of educational lifelong learning
- Work within the school polices & procedures
- Ensure the well-being of pupils is paramount
- Keep the class teacher accurately and robustly informed of the varying needs of pupils
- Attend training as required
- Keep up to date with DFE statutory guidance and the school's website to accurately inform stakeholders as needed.

# Person Specification

<b>Job title</b>	: SEND Learning Support Assistant
<b>Responsible to</b>	: Class Teacher/Assistant Headteacher for Inclusion
<b>Pay scale</b>	: Scale 4 - (£16,735 - £18,816 per annum)
<b>Terms and conditions</b>	: 32.5 hours per week – 40 weeks per year

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>- Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 2 or 3</li> <li>- Hold relevant qualifications at a level equivalent to at least NVQ Level 3.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- Experience working with children in an educational setting, preferably from 0-11 years</li> <li>- Experience working with pupils with a range of SEND, including children with Social Communication difficulties</li> <li>- Full working knowledge of the Code of Practice for SEND as well as school policies relating to Special Educational Needs and Child Protection</li> <li>- Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection</li> <li>- Working knowledge of national curriculum and other learning programme specifically relevant to children with Social Communication difficulties and more complex needs.</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>- Understanding of principles of child development and learning processes and in particular, barriers to learning for children with ASD &amp; Complex Needs</li> <li>- Ability to plan effective actions for pupils with a range of SEND, including children with Social Communication difficulties and more complex needs</li> <li>- Full understanding of the range of support services/providers</li> <li>- Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>- Ability to relate well to children and adults</li> <li>- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>- Honesty, a good sense of humour, reliability, integrity and commitment to the success of the school</li> <li>- Resilience, enthusiasm, energy and vigour</li> <li>- Positive attitude</li> <li>- A sense of perspective</li> <li>- The ability to work under pressure and to deadlines</li> <li>- Sensitivity to the needs of others</li> <li>- Committed to safeguarding children</li> <li>- Committed to equal opportunities</li> <li>- Good time management</li> <li>- Ability to reflect on own professional practice</li> <li>- A strong commitment to undertake further training and development as necessary, including the pursuance of further relevant qualifications</li> </ul>
<b>Performance Management</b>	<ul style="list-style-type: none"> <li>- There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.</li> </ul>

# Guidance Notes to completing your application form

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## APPLICATION DEADLINE

Completed application forms must be received by noon by **12 noon, Thursday 29<sup>th</sup> June 2017**. There are three available channels for application documents submission.

- Email your Application Form, Declaration of Criminal Record and other supporting documents to: [recruitment@devonshirehill.haringey.sch.uk](mailto:recruitment@devonshirehill.haringey.sch.uk) with your initial, Surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;
- Post Application Form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB;**
- Hand deliver Application form, Declaration of Criminal Record and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB.**

## HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

### 1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

### WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

### 2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities.

\*We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

### 4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

## PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

## 5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates, that are particularly relevant to the job you are applying for.

## 6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

## 7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

## 8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

## MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

# Equality Statement

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We at The Devonshire Hill Nursery and Primary School understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the House Captains and House Representatives to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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**The school's full Equality Policy can be found at [www.devonshirehill.com/policies](http://www.devonshirehill.com/policies). This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Tuesday 20<sup>th</sup> December 2016.**

# Safeguarding Written Statement

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The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm. There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our sex education program teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked after children all comply with the recommendations of safeguarding children at school. We have a trained and designated child protection officer and deputy officer, and a designated governor with responsibility for child protection practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Principles;
- Health and Safety Policy;
- Online Safety Policy;
- Disclosure and Barring Services Checks Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- Lettings Policy.
- Sex Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;

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**This written statement was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Tuesday 20<sup>th</sup> December 2016.**