



LEARNING SUPPORT ASSISTANT Recruitment Pack

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Letter from the Headteacher

Dear Applicant,

Thank you for expressing an interest in applying for the position of 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, we strongly encourage you to visit our school, whereby we can show you around and answer any questions you may have regarding the role. Please go to our website at www.devonshirehill.com to find out more about our school.

Yours sincerely,

Julie D'Abreu | Headteacher

About The Devonshire Hill Nursery and Primary School

We are a Haringey Council Community School in Tottenham for children aged from 2 to 11. The majority of our families live locally, many in the White Hart Lane ward. We are a two-form entry primary school with a nursery that offers either 15 or 30 hours per week for children aged 2, 3 and 4.

Devonshire Hill is a successful school with a solid history of success, attaining Ofsted Good in October 2021. The staff and governors at our school are committed to providing the very best learning opportunities for 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 mastery in mathematics. Alongside this, we teach an exciting curriculum including many learning opportunities to add depth and breadth to the children's experience. During your child's time at our school, alongside the full statutory curriculum, they will 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 Pendarren House in Wales (Year 6).

We have a strong focus on using technology as a learning tool and children have access to a range of technology, including the use of laptops and tablets. All classrooms are equipped with touchscreen interactive boards which enhance the classroom experience by enabling the full use of audio-visual resources.

We have our established 'STEAM Engine' – a dedicated classroom for Science, Technology, Engineering, Maths and Art & Design work. This facility is well resourced with materials, tools and technology that enable children to explore ideas and experience exciting, practical learning. We also have a dedicated Music & Performing Arts space, and a well-resourced library. The school has extensive grounds, part of which is dedicated to our Forest School site, March Wood.

The school offers a range of extra-curricular activities before school, during lunchtimes and after school.

We work in partnership with Tottenham University, Into University and the Brilliant Club. This offers our children the opportunity to visit high achieving universities and to undertake assignments and projects at a high academic level.

The school works with a range of organisations to promote careers and every year we have a work/careers week whereby every child has an opportunity to experience a range of different work places such as banks in the city, being a 'Chef' for the day, designing and running a fashion show, to what it would be like to be a Fire Fighter!

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 eight 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.

Julie D'Abreu | Headteacher

Job Advert

JOB TITLE	: Learning Support Assistant
RESPONSIBLE TO	: Assistant Headteacher for Inclusion / Headteacher
PAY SCALE	: Scale 4 (<i>actual pro-rated salary £19,703 - £20,784</i>)
TERMS	: 32.5 hours per week, 40 weeks, fixed term until 21st July 2023

We are looking to appoint an experienced Learning Support Assistant to join our school. The successful candidate will be dedicated to supporting our SEND children to achieve success and independence through a full, lively, well-resourced curriculum. You will assist the class teacher in ensuring that both the academic and pastoral needs of the children are fully met and that they go on to achieve the best outcomes possible.

We are located a short walk from White Hart Lane London Overground station or a short bus journey from Wood Green underground station. To find out more about life at Devonshire Hill, please visit www.devonshirehill.com

Our school can offer you:

- Valuable opportunities for personal and professional development.
- A welcoming and supportive community of talented and passionate professionals.
- You will become part of a team of dedicated, experienced and very friendly SEND assistants.

The successful candidates will need to:

- Have excellent interpersonal skills with a wide range of stakeholders, including children
- Understand and contribute towards the achievement of the school's wider goals
- Demonstrate fantastic resilience with a real 'can do attitude'
- Be committed to continuing professional development
- Have a willingness to go over and above 'the call of duty'
- Have good communication skills and a great sense of humour.

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.

Please email recruitment@devonshirehill.haringey.sch.uk to request a recruitment pack and application form.

Closing date: Thursday 7th July 2022 (noon)

Interview date: Week commencing 11th July 2022

Start date: 1st September 2022

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

JOB TITLE	: Learning Support Assistant
RESPONSIBLE TO	: Headteacher & Assistant Head for Inclusion and Pastoral Care
PAY SCALE	: Scale 4

MAIN PURPOSE OF THE ROLE:

To work under the guidance of the class teacher and Assistant Head for Inclusion to support the needs of specific pupils.

You will predominantly be working with groups of children under the direction of the class teacher, with occasional basic administrative tasks. Your role will also involve small group and individual support focused on our inclusive approach to ensure all pupils make progress and have access to a high quality learning experience.

SUPPORT FOR PUPILS

- Provide pastoral support to pupils
- 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 special needs/disability
- Establish productive working relationships with pupils, acting as a role model
- 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.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Support children with SEND to access remote learning during times of absence, gaining and responding to feedback of its success.
- To support and work with the parents of children with SEND, developing good relationships and being a point of contact and a 'friendly face'

SUPPORT FOR TEACHERS

- 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
 - Support the teacher to maintain contact with parents/ children during times of absence.
 - Under the direction of the Class Teacher, support the remote learning experience of children with SEND by providing work, videos and resources tailored to their individual needs.

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

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
- Supervise pupils on visits, trips and out of school activities as required
- Have a good understanding of the Anchor Approach and ensure that this is embedded in all interactions with children and staff.
- To follow the schools behaviour policy and apply strategies from the 'Anchor Approach' adopted by the school.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:

- Sound knowledge of the National Curriculum, September 2015 for Key Stage 1 & 2
- Sound knowledge and understanding of the Foundation Stage Curriculum
- Commitment to assessment for learning and ongoing teacher assessment
- Clear understanding of what progress and better than expected progress looks like in

relation to entry point and age related expectations and outcomes.

- Proven track record in raising attainment and standards.
- An understanding of curriculum and pedagogical issues relating to learning and teaching
- Understanding of and commitment to the school policies, in particular implementation of the Special Educational Needs & Disability Policy, Behaviour Policy, Safeguarding and Child Protection policy, Health and Safety, Equality & Whistle Blowing Policies.
- Must understand what constitutes good practice and support for bilingual learners
- Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with English as an Additional Language and children with Special Educational Needs & Disability.
- Familiarity with writing and delivering effective Individual Education Plans for pupils with Special Educational Needs & Disability.
- Some knowledge of teaching in areas of high deprivation.
- The understanding of the importance of breadth of curriculum and extended learning opportunities to broaden the children's horizons and to demonstrate a commitment to this.

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 will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working. In particular:

- To respond confidently and professionally to parents/carers, visitors and staff members at all times.
- To demonstrate commitment to gaining an Ofsted Outstanding Grade.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistle-blowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person
- Be aware that under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the health and safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements
- Ensure compliance with the Disability Statement, including the need to notify Personnel of any changes in circumstances
- The post-holder is required to respect the confidentiality of matters relating to pupils and other members of staff
- The post holder must be aware of and comply with the school's code of conduct including the school's dress code
- To identify own areas for professional development and commitment to the school's ethos of educational lifelong learning.
- To work within the school's policies and procedures.
- To keep the Leadership Team accurately and robustly informed of the varying needs of pupils.
- To keep up to date with DFE policy and the school's website so to accurately inform stakeholders as needed.

Person Specification

JOB TITLE	: Learning Support Assistant
RESPONSIBLE TO	: Headteacher & Assistant Head for Inclusion and Pastoral Care
PAY SCALE	: Scale 4

Experience	<ul style="list-style-type: none"> - Experience working with children from 3-11 in an educational setting. - Experience of working with pupils with a range of SEND, including children with social communication difficulties. - Full working knowledge of the Code of Practice for SEND as well as school policies relating to SEND and child protection. - Working knowledge of national curriculum and other learning programmes specifically relevant to children with social communication difficulties and more complex needs. - Awareness of policies relating to health and safety, equal opportunities, confidentiality and data protection.
Qualifications	<ul style="list-style-type: none"> - Very good numeracy/literacy skills (GCSE's) - Degree (Desirable)
Knowledge/Skills	<ul style="list-style-type: none"> - Understanding of principles of child development and learning processes and in particular, barriers to learning for children with social communication difficulties and more complex needs - Ability to plan effective actions for pupils with a range of SEND, including children with social communication difficulties and more complex needs. - Full understanding of the range of support services/providers - Ability to self-evaluate learning needs and actively seek learning opportunities - Ability to relate well to children and adults - Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Equal Opportunities	<ul style="list-style-type: none"> - Commitment to the implementation of the school's equal opportunities policy
Continuing Professional Development	<ul style="list-style-type: none"> - Willingness to undertake additional training/staff development as appropriate - Ability to reflect on your own professional practice
Arrangements for Performance Management.	<ul style="list-style-type: none"> - There is an annual performance management cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

Guidance Notes to completing your application form

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.

APPLICATION DEADLINE

Completed application forms must be received by noon, **Thursday 23rd June 2022**. There are three available channels for application documents submission. Email your application form and other supporting documents to:

- 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 and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**;
 - Hand deliver application form and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB**.
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Equality Objectives Statement

Under the Equality Act 2010, the school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness. We are committed to having a balanced and broad curriculum.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age appropriate way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. Dealing with prejudice. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost seriousness. When an incident is reported, through our reporting procedure, our school will ensure appropriate action is taken and a fair resolution is put into place.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

- The school's employee's will:
 - Promote diversity and equality.
 - Encourage and adopt an inclusive attitude.
 - Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. Equality permeates all school policies and practices, however, this statement operates in conjunction with the following policies in particular:

- Equality Information & Objectives Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Grievance Policy
- Disciplinary Policy and Procedures
- Anti-bullying Policy
- Safeguarding Policy and Procedures
- SEND Policy
- Family Friendly Policies
- Data Protection Policies

Safeguarding Written Statement

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 relationships, sex health education programme 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, anti-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.
 - Relationships, Sex, Health Education and Relationships Policy;
 - Attendance and Truancy Policy;
 - Drugs;
 - Safer Recruitment Policy;
 - Whistleblowing Policy;
 - Pupil Behaviour and Discipline Policy;
 - Staff Handbook;
-