



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 Community School situated in Tottenham for children aged from 2 to 11. Many of our families live locally, many in the Bruce Castle 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.

We are a member of Haringey Education Partnership (HEP) and more locally Learning in Tottenham (LIT).

Devonshire Hill is a successful school with a solid history, retaining our Ofsted grading of 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 and harmonious 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 a child's time at our school, alongside the full statutory curriculum, they will have the opportunity to learn to play an instrument, learn to swim, visit many places of interest including a residential trip to Pendarren in Wales, and experience our March Wood (Forest School) outdoor learning environment. The school offers a range of extra-curricular activities before school, during lunchtimes and after school.

As a 'Google School' we have developed a strong focus on using technology as a teaching and learning tool. Children and staff have access to a range of technology both inside and outside the classroom.

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 very well-resourced, newly launched library.

The school has extensive grounds, part of which is dedicated to our Forest School site.

We work in partnership with Tottenham University and Into University and to promote careers every year we have a World of Work week whereby every child has an opportunity to experience a range of different workplaces such as banks in the city, being a 'Chef' for the day, designing and running a fashion show and what it would be like to be a Fire Fighter!

We have the highest expectations of all of our children to aim high 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. We use the Haringey Anchor Approach model to build and develop resilience. 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 this solid foundation they will be enabled to build upon their knowledge and skills and grow into confident, successful, and responsible citizens of the future.

Julie D'Abreu | Headteacher

JOB TITLE	:	Learning Support Assistant
RESPONSIBLE TO	:	Assistant Headteacher for Inclusion / Headteacher
PAY SCALE	:	Scale 4 (<i>actual pro-rated salary £23,551 - £24,637</i>)
TERMS	:	32.5 hours per week, 40 weeks, fixed term until 31st August 2025

Job Advert

The Devonshire Hill Nursery & Primary School is excited to offer this opportunity for highly skilled learning support professionals to join our school.

Our school received an Ofsted 'Good' in October 2021, the Ofsted report opens with:

'Pupils love to talk about why their school is such a great place to be. They jump at the chance to discuss their learning. Pupils behave really well and thrive in the school's friendly and inclusive environment'.

To find out more about this exciting opportunity to join our school please contact the school to make an appointment to visit the school or speak with the Headteacher for more details.

We 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.
- Great CPD opportunities.

The successful candidate will need to have:

- Evidence of continuing and recent professional development relevant to the post
- Proven record of raising outcomes for pupils, including pupils with Special Educational Needs & Disabilities.
- Experience of promoting positive behaviour conducive to learning, focused on raising outcomes
- Experience of promoting effective communications within and between teams and other stakeholders in the school community
- A passion for child development and investing in early education.

All candidates

- Fantastic resilience with a real 'can do attitude'
- A great sense of humour
- Ability to work successfully as part of a team

Visit: <https://devonshirehill.com/about-us/vacancies/> for the recruitment pack/application form.

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.

Closing date: On going. Interview date TBC.

Interview date: Date TBC.

Start date: As soon as possible.

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	:	Assistant Headteacher for Inclusion / Headteacher
PAY SCALE	:	Scale 4 (<i>actual pro-rated salary £23,551 - £24,637</i>)
TERMS	:	32.5 hours per week, 40 weeks, fixed term until 31st August 2025

MAIN PURPOSE OF THE ROLE:

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

You will predominantly be working with groups of children under the direction of the class teacher and the Assistant SENDCo, 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 and the Assistant SENCO with the development and implementation of Individual Education, Health Care Plans (EHCP) and Behaviour Support/ Mentoring and Care 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, including outside specialists.
 - 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.
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- 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/Assistant Head (SENCO), 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 safeguarding & child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences 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 school's behaviour policy and apply strategies from the 'Anchor Approach' adopted by the school.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:

- Sound knowledge of the National Curriculum for Key Stage 1 & 2
- Sound knowledge and understanding of the Foundation Stage Curriculum
- Commitment to assessment for learning and pupil progress.
- 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.
- 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.

We confirm that this form conveys a full and accurate description of the job as at December 2023.

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:

- Demonstrate commitment in line with the school's high expectations.
- Keep senior leaders accurately and robustly informed of the varying needs of pupils and ensure that the well-being of pupils is paramount.
- Keep up to date with DfE and Ofsted guidance, and the school website, to accurately inform stakeholders as required.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, whistleblowing, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Be aware of and comply with the code of conduct, including the school's dress code.
- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equality Policy.
- Ensure compliance with the Disability Statement, including the need to notify.
- Keep the school notified of any personnel changes in circumstances.
- Carry out all duties with due regard to Health and Safety Regulations. 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.
- Be aware of and comply with the requirements of the Data Protection Act (DPA), which enacts the General Data Protection Regulation (GDPR).
- Respond confidently and professionally to parents/carers, visitors and colleagues at all times, that the confidentiality of pupils, families and staff is respected.
- Identify own areas for professional development, commit to the school's ethos of educational

lifelong learning and participate in the agreed scheme for staff development, training and appraisal.

- Flexibility to be able to add to the wider school day – e.g. organise and oversee interventions to support pupils to diminish any gaps in learning and to achieve age related expectations and greater depth.
- Participate actively in House activities; all staff are allocated to one of four Houses.
- Support Parent/ Staff Association, and afterschool activities.
- To attend local network meetings as requested.
- To organise and lead on parent/carer curriculum meetings/workshops.

Person Specification

JOB TITLE	: Learning Support Assistant
RESPONSIBLE TO	: Assistant Headteacher for Inclusion / Headteacher
PAY SCALE	: Scale 4 (<i>actual pro-rated salary £23,551 - £24,637</i>)
TERMS	: 32.5 hours per week, 40 weeks, fixed term until 31st August 2025

Experience	<ul style="list-style-type: none"> - Experience working with children from 2-11 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

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**.



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;
-