



Lady Boswell's CE Primary School



Lady Boswell's CE Primary School
Plymouth Drive
Sevenoaks
Kent TN13 3RW

VACANCY

Employment type: Teaching Assistant, 5 days a week, term time only

Salary level: KR3

Position start date: April 2024

CONTENTS

Details of the role

Details about the school

Our School Values

Job Description and Personnel Specification

Self-disclosure form (required for shortlisted candidates)

Recruitment of Ex-Offenders Policy

Reference Proforma

AN OPPORTUNITY TO BE A TEACHING ASSISTANT IN OUR OUTSTANDING SCHOOL

Are you passionate about children and have a creative approach to learning? Then you could work alongside our dedicated teaching team.

We are looking for a dedicated Teaching Assistant to work 5 days per week between 8.30am and 3.30pm, during term time only.

Duties will include:

- Support with pupils
- Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;
- Support for the Curriculum: Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
- Support for the school: Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

The successful candidate will be expected to have regard to the Christian character of the School and its Foundation

HOW TO APPLY

To apply please complete the application form within Kent Teach for this vacancy.

CVs are not accepted.

You will be notified as soon as possible after the closing date, if you have been selected for an interview.

FURTHER INFORMATION

Whether or not you are selected for interview will be determined solely on the information provided in your application form. It is very important that the form you return to us contains the information that the school wants and the information that you want to give us.

We value diversity in our workforce – fair treatment for all is vital to the quality of services to the public. Lady Boswell's has an equality policy to ensure that all groups and individuals within the community are given full opportunity to benefit from the services and jobs we provide.

Lady Boswell's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All positions are subject to an enhanced DBS check, 2 references and a health check and a social media check.

The School

Set on the edge of the beautiful Knole Park Estate in Sevenoaks Lady Boswell's Primary School has a strong sense of history, having been established in 1675. We are a Christian school which provides a safe and happy haven that allows every child to develop and learn in a kind and caring environment whilst achieving the highest academic standards. Our school is modern, and was extended to 2 form entry in 2013.

An Ofsted Outstanding provider – May 2022



'achieve personal success'
'feel secure & valued'

Happy, caring,
responsible
independent learners!

Learning together, Christ at the Centre, Learning for Life.

OUR VALUES

Love

'Let us not love with words or speech but with actions and in truth.'

1 John 3 v 16-18

Respect

'Show proper respect to everyone, love the family of believers'

1 Peter 2:17

Faith

'Now faith is confidence in what we hope for and assurance about what we do not see.'

Hebrews 11:1

Kindness

'But the fruit of the Spirit is... kindness...'

5 v 22

Honesty

'Full of grace and truth'

John 1 v 14



We value every member of our community as a unique child of God and seek to demonstrate his love through our words and actions as we enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

Job Description & Person Spec

Main purpose of job: To undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

To work under the instruction/guidance of senior/teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all pupils.

Work may be carried out in the classrooms or outside the main teaching area.

DUTIES AND RESPONSIBILITIES

Support for pupils:

- ❖ To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupils to be supported;
- ❖ To supervise and provide particular support for pupils, ensuring their safety and access to learning activities; taking into account the learning support involved, to aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions; ensuring the child is able to use equipment and materials provided; assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, handwriting/presentation.
 - Helping children to concentrate on and finish work set.
 - Meeting physical needs as required whilst encouraging independence.
 - Assisting with the development and implementation of Personal Plans and Provision Maps.
 - Developing appropriate resources to support the children.
 - Providing support for individual children inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher.

- ❖ To establish a constructive relationship with the pupils and interact with them according to individual needs;
- ❖ To promote the inclusion and acceptance of all children;
- ❖ To set challenging and demanding expectations and promote self-esteem and independence;
- ❖ To provide the necessary pastoral care to enable children to feel secure and happy;
- ❖ To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;

Assist with the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support for pupils;

- ❖ Monitor pupil's responses to learning activities and accurately record achievement as directed;
- ❖ Provide detailed and regular feedback about the children to the teacher;
- ❖ Contribute to the maintenance of children's progress records;
- ❖ Participate in the evaluation of the support programme;
- ❖ Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage children to take responsibility for their own behaviour;
- ❖ Establish constructive relationships with parents/carers;
- ❖ Administer routine tests and undertake routine marking of children's work;

- ❖ Support class teachers in photocopying and other tasks in order to support teaching

Support for the Curriculum: Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;

- ❖ Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;
- ❖ Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- ❖ Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

Support for the school: Be aware of and comply with the 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;
- ❖ Appreciate and support the roles of other professionals;
- ❖ Attend and participate in relevant meetings as required;

- ❖ Where appropriate develop a relationship to foster links between home and school;
- ❖ Liaise, advise and consult with other members of the team supporting the children as appropriate;
- ❖ Contribute to reviews of children's progress as appropriate,
- ❖ Set a good example in terms of dress, punctuality and attendance;
- ❖ Prepare and present displays of children's work as required;
- ❖ Undertake other duties from time to time as required by the Head Teacher.

	CRITERIA
Qualifications	Educated to GCSE standard in Maths and English, level C/5
Experience	Previous experience of working with children
Skills and Abilities	Numeracy and literacy skills Basic IT skills Good influencing skills to encourage pupils to interact with others and be socially responsible
Knowledge	Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality

SELF-DISCLOSURE FORM

Congratulations on being shortlisted.

As part of our duty to safeguard pupils, we need to check whether you are barred from working with children, and / or whether you have any relevant convictions, court orders, reprimands, warnings, or other matters which may affect your suitability to work with children. This form also requires information from you to be used by the school to carry out an online recruitment check in line with KCSIE.

Please complete the following form as accurately as possible and return this disclosure form to the school **within 48 hours of being received**.

Note: You are not required to disclose convictions or cautions that are 'protected', as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020), If you are not sure whether one of your convictions is 'protected', you can [check here](#) before answering the following questions. More information about filtering and protected offences can also be found on the Ministry of Justice website.

How the Information will be used

We will use this information to:

- Determine whether you are eligible or not for the role based on barring or childcare disqualification requirements
- Inform our discussions at interview in relation to information disclosed

If you are offered the position, as the role you have applied for involves contact with children, you will also be required to undergo the relevant vetting and barring checks including a DBS check. Information that you provide in this self-declaration will be compared with the appropriate checks.

All information you provide will be treated as confidential and managed in accordance with relevant data protection legislation and guidance.

Surname:		Previous name(s) (if any):	
Forename(s):		Preferred title:	Date of birth:
National Insurance No:	Teacher Ref. No: (if applicable):	Date of recognition as qualified teacher, QTS (if applicable):	
Have you ever been known to any Children's Services department or Police as being a risk or potential risk to children?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide further information:			
Do you have any unspent convictions or conditional cautions?			Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide further information:			
Do you have any spent adult cautions (simple or conditional) or convictions that are not 'protected' as defined by either?			Yes <input type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> - The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended in England, Scotland and Wales - Or the Rehabilitation of Offenders (Northern Ireland) Order 1978 as amended in Northern Ireland? 			
If yes, please provide further information:			
Have you been the subject of any investigation and/or sanction by a professional body due to concerns about your behaviour towards children?			Yes <input type="checkbox"/> No <input type="checkbox"/>

If yes, please provide further information:	
Do you have any overseas convictions?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide further information:	
Are you included on the DBS Children's Barred list?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide further information:	
<p>Only answer this question if, in accordance childcare disqualification requirements the post requires you to work with pupils under 5 and/or pupils under 8 in wraparound care.</p> <p>Have any orders relating to the care of children, as set out in schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, been made in respect of you?</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> - Orders disqualifying you from caring for children - Orders disqualifying you from private fostering - Any refusal of an application for you to be registered in relation to a children's home - Care/child protection orders issued in respect of a child in your care 	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide further information:	
<p>Only answer this question if in accordance childcare disqualification requirements the post requires you to work with pupils under 5 and/or pupils under 8 in wraparound.</p> <p>Have you been convicted of committing, or been given a caution, reprimand or warning since 6 April 2007 for, any offences set out in regulation 4 and schedules 2 and 3 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?</p> <p>This includes, but is not limited to:</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> - Any offence against or involving a child - Any sexual offence - Any violent offence, i.e. murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH), or grievous bodily harm (GBH) 	
<p>If yes, please provide further information:</p>	
<p>If an 'online check' was carried out about you (For example a search on Google, Bing, Yahoo!, Facebook, LinkedIn, Instagram, Tik Tok) would there be any information available in the public domain that would lead an employer to question your suitability to work with children and/or potentially damage the reputation of the school/trust?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p>If Yes, please provide further information:</p>	
<p>Please provide any other 'Names' or 'Handles' you are known by online or on social media to allow 'online checks' to be carried out as part of the recruitment process:</p>	
<p>Confirmation of declaration: (tick boxes below)</p>	
<input type="checkbox"/>	<p>I agree that all the information I have provided in this disclosure is full and correct at the time of application and that I have not omitted anything that could be relevant to the appointment of someone who will work with children.</p>
<input type="checkbox"/>	<p>I agree that the information provided here may be processed in connection with recruitment purposes and I understand that an offer of employment may be withdrawn, or disciplinary action may be taken if information is not disclosed by me and subsequently comes to the organisation's attention.</p>
<p>*Signature of candidate:</p>	

Print name:	
Date:	

*In accordance with Keeping Children Safe in Education, where the signature is electronic, the shortlisted candidate should physically sign a hard copy at the point of interview.



Lady Boswell's C.E. (Aided) Primary School

*Learning Together,
Christ at the Centre,
Learning for Life*

Recruitment of Ex-Offenders

Date of Policy: February 2023

Date of Next Review: February 2025

Policy to be authorised by: FGB

Policy approved: February 2023

Signature: FGB

Author of Policy: Mrs C Wilkes

Lady Boswell's Church of England (Voluntary Aided) Primary School.

Recruitment of Ex-Offenders Policy

Statement of Aims for Recruitment of Ex-Offenders at Lady Boswell's School.

At Lady Boswell's, Christ is at the centre of our school. We value every member of our community as a unique child of God and seek to demonstrate his love through our words and actions. These values underpin the practice and procedures outlined in this policy.

Lady Boswell's school is committed to an inclusive Christian ethos based on respect for, and celebration of, all children and stakeholders regardless of gender, disability, faith and racial diversity.

1. Introduction

Lady Boswell's CE (Voluntary Aided) Primary School is committed to working in accordance with Keeping Children Safe in Education, and the DBS Code of Practice, which require that the school makes available a copy of its Policy on the Recruitment of Ex-offenders to all job applicants.

This policy provides a framework within which the school will seek to ensure that all cases are assessed fairly, and on an individual basis. Lady Boswell's CE (Voluntary Aided) Primary School will not discriminate because of a conviction or other information revealed.

2. Scope

This policy applies to all Employees and Governors of Lady Boswell's CE (Voluntary Aided) Primary School.

3. Adoption Arrangements and Date

This policy was adopted by the Governing Body of Lady Boswell's CE (Voluntary Aided) Primary School on 7 February 2023 and supersedes any previous Employment of Ex-Offenders Policy.

This policy will be reviewed by The Governing Body every 2 years or earlier if there is a need.

The effectiveness of this policy will be monitored, evaluated, and reviewed by the Headteacher and Governing Body.

4. Background

The Rehabilitation of Offenders Act 1974 allows most convictions and cautions to be considered spent after a specified period of time. Once a caution or conviction is spent the person is considered rehabilitated and the ROA treats the person as if they had never committed an offence. This means that jobseekers with criminal records have the right to legally withhold such information from a prospective employer when applying for most jobs.

All positions that involve working with children are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered “spent” except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules.

Candidates applying for a vacancy will be asked to complete a Self-Disclosure form on which they will be asked to disclose any relevant convictions, court orders, reprimands, warnings, or other matters which may affect an applicant’s suitability to work with children.

Further information on the Self-Declaration process for job applicants is contained in the main body of the Recruitment Guidance Notes. Additional information can also be found at <https://www.nacro.org.uk/criminal-record-support-service/support-for-employers/asking-about-criminal-records/?nowprocket=1>

5. Legal Requirements

Keeping Children Safe in Education

Keeping Children Safe in Education gives statutory guidance and states:

- Where a role involves engaging in regulated activity relevant to children, schools and colleges should include a statement in the application form, or elsewhere in the information provided to applicants, that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- Schools and colleges should also provide a copy of the school’s or college’s child protection policy and practices and policy on employment of ex-offenders in the application pack or refer to a link on its website.
- Schools and colleges should assess cases fairly, on an individual basis. A decision not to appoint somebody because of their conviction(s) should be clearly documented, so if challenged the school or college can defend its decision, in line with its policy on recruitment of ex-offenders.

DBS Code of Conduct

The DBS Code of Conduct, published under section 122 of the Police Act 1997, advises that it is a requirement that all registered bodies must treat DBS applicants who have a criminal record fairly and not discriminate automatically because of a conviction or other information revealed.

Registered Bodies, and those in receipt of the DBS Update Service information, must have a written policy on the suitability of ex-offenders for employment in relevant positions. This should be available upon request to potential applicants and, in the case of those carrying out an umbrella function, should be made available to their clients. Clients of Registered Bodies should make this policy available to their potential or existing employees.

5. Policy Statement

- As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Lady Boswell's CE (Voluntary Aided) Primary School will comply fully with the DBS code of practice and undertakes to treat all applicants for positions fairly.
- Lady Boswell's CE (Voluntary Aided) Primary School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
- Lady Boswell's CE (Voluntary Aided) Primary School will only ask an individual to provide details of convictions and cautions that Lady Boswell's CE (Voluntary Aided) Primary School are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended).
- Lady Boswell's CE (Voluntary Aided) Primary School can only ask an individual about convictions and cautions that are not protected.
- Lady Boswell's CE (Voluntary Aided) Primary School is committed to the fair treatment of its staff, potential staff, or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability, or offending background.
- Lady Boswell's CE (Voluntary Aided) Primary School will make this written policy on the recruitment of ex-offenders available to all DBS applicants at the start of the recruitment process.

- Lady Boswell's CE (Voluntary Aided) Primary School actively promotes equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records.
- Lady Boswell's CE (Voluntary Aided) Primary School select all candidates for interview based on their skills, qualifications, and experience.
- An application for a criminal record check is submitted to DBS for all posts at the school as the governing body considers that this is both proportionate and relevant. All application forms, job adverts, and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position
- Lady Boswell's CE (Voluntary Aided) Primary School ensures that all employees involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences using information available at www.nacro.org.uk
- Lady Boswell's CE (Voluntary Aided) Primary School also ensures that employees have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, Lady Boswell's CE (Voluntary Aided) Primary School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- Lady Boswell's CE (Voluntary Aided) Primary School makes every subject of a criminal record check submitted to DBS aware of the existence of the code of practice and makes a copy available on request.
- Lady Boswell's CE (Voluntary Aided) Primary School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.

Further advice may be sought from your HR Consultant/Line Manager.



Lady Boswell's C.E. (Aided) Primary School

REFERENCE REQUEST FORM – SUPPORT STAFF ROLE

SECTION A: ESSENTIAL INFORMATION

to be completed for all applicants

Full name of applicant:	Job title (in your employment):
Start date:	Date of leaving (where applicable):
Reason for leaving:	
Pay Range / Grade	
Salary (pro rata salary)	
Allowances	
Capacity in which you know/knew the applicant:	
Length of time you have known/knew them in this capacity:	
1: In your view, does the applicant's overall performance suggest that they are equipped to fulfil the responsibilities of the post for which they are applying?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If no, please comment:	

Please see enclosed Job Description

2: Is the applicant (or were they at the date of leaving your employment) subject to any formal disciplinary procedures or formal sanctions?

Yes No

If yes, please provide details:

There is no requirement to provide information about informal action or expired sanctions

3: Is the applicant currently or were they at the point of leaving your employment subject to any ongoing disciplinary investigation?

Yes No

If yes, please provide details:

4: In the preceding two years, has the applicant been subject to any formal capability procedures or formal sanctions?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>If yes, please provide details:</p> <p><i>Regulation 8A of the School Staffing (England) Regulations 2009 requires schools (maintained or academy) to provide this information in relation to teaching posts in maintained schools. For other posts, referees are asked to provide relevant information as part of their obligation to provide a fair and accurate reference.</i></p>	
5: Has the applicant been subject to any formal disciplinary procedures involving issues relating to the safety & welfare of children / young people or the applicant's behaviour towards children & young people?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>If yes, please provide details:</p> <p><i>Respondents should include both current & expired warnings(s) / sanction(s) in their response.</i></p>	
6: Have any allegations or concerns been raised about the applicant that relate to the safety & welfare of children & young people or the applicant's behaviour towards children & young people?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>If yes, please provide details (i.e. whether an investigation took place, what was the outcome / conclusion and how the matter was resolved):</p> <p><i>Please note any allegations which have been found to be unsubstantiated, unfounded or malicious should not be included.</i></p>	
7: In your opinion, is there any reason why the applicant should not be appointed to the post for which they have applied or be employed to work with children & young people or in a school setting?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>If yes, please provide details:</p>	

--

8: Is the applicant's general attendance / punctuality (unrelated to health) good?	Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

If no, please explain why:

9: How would you grade your recommendation of this applicant for the above post?
--

Strongly Recommend <input type="checkbox"/>	Recommend with reservations <input type="checkbox"/>	Do not recommend <input type="checkbox"/>
---	--	---

Where recommended with reservations or not recommended, please provide details:

SECTION B: FURTHER INFORMATION - Please rate (circle as appropriate) and comment, to the best of your knowledge, on the applicant's ability, typical performance or any specific activities they have undertaken in the following areas

1. Building and maintaining effective working relationships. *If currently or previously employed in a school environment, please comment on relationships with pupils, parents, colleagues & the wider school community*

Excellent	Good	Fair	Poor
-----------	------	------	------

Comments:

2. Willingness to learn and develop / continuous professional development.			
Excellent	Good	Fair	Poor
Comments:			
3. Flexibility. <i>For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing</i>			
Excellent	Good	Fair	Poor
Comments:			
4. Team working. <i>Ability to work co-operatively with colleagues and share responsibility for team outputs</i>			
Excellent	Good	Fair	Poor
Comments:			
5. Ability to prioritise work and meet deadlines			
Excellent	Good	Fair	Poor
Comments:			

6. Ability to use own initiative appropriately			
Excellent	Good	Fair	Poor
Comments:			

7. Communication, both written and verbal, with varying audiences			
Excellent	Good	Fair	Poor
Comments:			

8. Wider Contribution to your organisation or general life of the School			
Excellent	Good	Fair	Poor
Comments:			

9: Job related knowledge			
Outstanding	Good	Fair	Poor
Comments:			

Please use this space to provide any further relevant information:
--

--

Details of the person providing this reference:	
Signed:	
Name:	
Position:	
Organisation:	
Date:	
Email address:	

Thank you for your assistance in completing this reference which is based on the requirements for references set out in the DfE guidance *Keeping Children Safe in Education: Statutory guidance for schools & colleges (Sept 19)*