



Sissinghurst (VA) Church of England Primary School

Applicant Information Pack
Sissinghurst VA Primary School



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Job Description

Post applied for : 1:1 Learning Support Assistant Fixed Term contract, to be reviewed annually

Salary Scale: KR3 (pro rata)

Responsible to: Inclusion Manager

Hours: 4 days per week. Term time only. 9 am – 3pm with 30 mins lunch break

Purpose of the job

To provide 1:1 support for a child in EYFS with physical needs.

Main duties and responsibilities

Support staff at Sissinghurst School make a strong contribution to pupils' learning and achievement. Teaching assistants provide support to teachers by allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. TAs contribute to pupils' learning and will have a significant impact on pupils' achievement.

Supporting the pupil 1:1: Central to the whole principle of inclusion, and in partnership with teachers and the Inclusion Manager, is to support pupils who have learning, sensory, physical or medical needs and to overcome emotional, behavioural and social barriers to learning.

You are required:

To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the child to be supported.

To aid a particular child to learn as effectively as possible both in group situations and on their own by, for example:

- Meeting physical needs as required while encouraging independence
- Ensuring he is able to use equipment and materials provided



Sissinghurst (VA) Church of England Primary School

- Motivating and encouraging the child as required
- Assisting the weaker areas e.g., language, behaviour, reading, handwriting, spelling, maths etc.
- Helping him to concentrate on and finish his work
- Liaising with the Class Teacher and Inclusion Manager about the individual's needs where appropriate
- Developing appropriate resources to support the child
- Follow the High Needs Funding timetable

To establish a supportive and trusting relationship with pupils:

- Support pupils in accessing learning activities as directed by the teacher to enable progress towards their targets.
- Be aware of and support differences to ensure the children have equal access to opportunities to learn and develop. Assist teachers in setting down clear guidelines for establishing good standards of behaviour and supporting the children positively to adhere to these.
- Accompany teachers on educational journeys or off site activities such as trips to places of interest; you will supervise a small group of children whilst off site.
- Undertake supervision of pupils during recreational sessions during break and act as a play leader or as a facilitator for group social skills sessions or clubs and to support named children who have difficulties during unstructured times, as appropriate.
- Develop methods of promoting/reinforcing pupils' self-esteem. Help pupils develop organisational skills and become independent learners.

Supporting the teacher:

- To develop a mutually supportive relationship with all teaching staff Assist, with the class teacher (and other professionals), in the development of a suitable programme of support for the children who need learning support.
- In conjunction with the class teacher and/or other professionals, record progress made by pupils using the agreed school system.
- Contribute to the management of the children's progress records.
- Participate in the evaluation of the support programmes.
- Provide regular feedback about children to the class teacher and Inclusion Manager if required.
- Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils to meet their learning targets.
- Assist the class teacher in the management and smooth running of the classroom which may include preparing materials, putting up displays, recording and filing records of work etc.



Sissinghurst (VA) Church of England Primary School

Supporting the School:

- Act as an ambassador for the school at all times.
- Where appropriate, to develop a relationship to foster links between home, school and the local community.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
- Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc.
- Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
- Undertake any other tasks as directed by the Headteacher which fall within the remit of the post.

The role of the teaching assistant is greatly valued and appreciated by the management and staff of Sissinghurst (VA) Church of England Primary School. They have a pivotal role in enabling barriers to learning to be overcome in the planning, delivery and assessment of the school curriculum. It therefore follows that although contractually you are not required to attend curriculum planning meetings, staff meetings and Parents' Evenings you are most welcome to attend any of these and your contributions will, as always, be welcomed and valued.

This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, this job description and the duties contained in it may vary, or be amended, from time to time without changing the level of responsibility associated with the post or its grade. It may be reviewed and amended at any time after consultation with the postholder.



Sissinghurst (VA) Church of England Primary School

PERSON SPECIFICATION

Essential Criteria • Has NVQ level 2 or 3 in Child Care and Education/Supporting Teaching and Learning OR a commitment to gaining this qualification once employed;

- Experience of working with children in Key Stage 1;
- The ability to work in a way that promotes the safety and wellbeing of children and young people;
- Has a good standard of maths, English and ICT skills;
- Has the ability to work as part of a team;
- Has the ability to relate well to children and adults.

Desirable Criteria

- Has excellent communication and interpersonal skills;
- Has the ability to be flexible and adaptable;
- Be organised and able to work independently;
- Has an understanding of pupil data;
- Has a sense of humour with a positive approach;
- Will initiate and participate in play activities or interventions during lunchtimes, encouraging children to engage;
- The ability to follow instructions but also to use initiative where appropriate;
- Can actively support the interests of students and the school;
- Knowledge of policies and procedures relating to child protection (safeguarding), health, safety, equal opportunities and confidentiality.
- Self-motivated;
- Will effectively promote the vision, aims and positive ethos of the school;
- Be innovative and enthusiastic;
- Have high expectations of children's achievement and a commitment to inspiring learners



Sissinghurst (VA) Church of England Primary School

SAFEGUARDING STATEMENT

Sissinghurst VA Primary School is committed to ensuring the welfare and safety of all our children. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the/our safeguarding processes to avert and alleviate any such problems. Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment. This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding (Child Protection) Policy and procedures in place. Our safeguarding policy can be found on our website. If a member of staff has concerns which relate to the actions or behaviour of another member of staff (which could suggest that s/he is unsuitable to work with children) then this will be reported to one of the Designated Safe Guarding Leads (DSL) in confidence, who will refer the matter to the Headteacher (or the Chair of Governors if the concern relates to the Headteacher) who will consider what action to take. We actively support the Government's Prevent Agenda to counter radicalism and extremism.



Sissinghurst (VA) Church of England Primary School

SELECTION PROCESS

As a school we are committed to safeguarding children and ensuring we recruit suitable staff to work in our school.

Please see below for an outline of how we select and appoint staff to work in our school.

Criteria •The person specification (included in this pack) separates essential and desirable criteria for the role. Essential criteria must be met in full. These include qualifications, experience and other requirements needed to perform the role in relation to working with children and young people.

Anomalies •If an applicant has been shortlisted for interview, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

Testing •Depending on the nature of the role applied for, if shortlisted, we may examine the candidate's skills and experience through an additional task alongside a formal interview. This could include working with a group of children (for TA or support roles) or teaching a lesson (for class teacher roles). The interview and associated tasks will assess how well the candidate meets the criteria within the person specification, including their suitability to work with children.

Verification •If an applicant is shortlisted, we will contact current and previous employers as part of our pre-appointment check. We will require a criminal record check via the Disclosure and Barring Service (DBS).

If you would like to apply for this role, please do so via the online application form at Kent Teach.



Sissinghurst (VA) Church of England Primary School

REFERENCE PRO FORMA

Please note, references will be taken up prior to interview, if a candidate is shortlisted for the role. One referee should be from a candidate's current or most recent employer. Please see below for our reference pro-forma. References will only be accepted from employers using this template.

STRICTLY CONFIDENTIAL: REFERENCE REQUEST FORM

Reference Request Form	
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:	
Current or most recent salary or salary point, plus any allowances:	
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:	
<i>Please see enclosed Job Description and Person Profile.</i>	
2: Is the applicant (or were they at the date of leaving your employment) subject to any formal disciplinary procedures or formal sanctions?	Yes <input type="checkbox"/> No <input type="checkbox"/>



Sissinghurst (VA) Church of England Primary School

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 No

If yes, please provide details:

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.

5: Has the applicant been subject to any formal disciplinary procedures involving issues relating to the safety & welfare of children / young people or the applicants behaviour towards children & young people?

Yes No



Sissinghurst (VA) Church of England Primary School

If yes, please provide details:

Respondents should include both current & expired warnings(s) / sanction(s) in their response.

6: Have any allegations or concerns been raised about the applicant that relate to the safety & welfare of children & young people or the applicants behaviour towards children & young people?

Yes No

If yes, please provide details (i.e. whether an investigation took place, what was the outcome / conclusion and how the matter was resolved):

Please note any allegations which have been found to be unsubstantiated, unfounded or malicious should not be included.

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 No

If no, please provide details:

8: Is the applicant's general attendance / punctuality (unrelated to health) good?

Yes No

If no, please explain why:

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



Sissinghurst (VA) Church of England Primary School

Strongly Recommend <input type="checkbox"/>	Recommend with reservations <input type="checkbox"/>	Do not recommend <input type="checkbox"/>
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Where recommended with reservations or not recommended, please provide details:

Section B: Further Information

The following are provided as example of generic information which might be appropriate to seek in a reference – schools may wish to adapt / amend these to reflect their own specific requirements.

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 (continuing on a separate sheet if necessary):

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

Excellent	Good	Fair	Poor
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Comments:

2. Willingness to learn and develop / continuous professional development.

Excellent	Good	Fair	Poor
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Comments:

3. Flexibility. *For example, willingness to undertake varied tasks and/or new methods commensurate with grade or professional standing*

Excellent	Good	Fair	Poor
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Comments:



Sissinghurst (VA) Church of England Primary School

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4. Team working. *Ability to work co-operatively with colleagues and share responsibility for team outputs*

Excellent	Good	Fair	Poor
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Comments:

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5. Ability to prioritise work and meet deadlines

Excellent	Good	Fair	Poor
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Comments:

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6. Ability to use own initiative appropriately

Excellent	Good	Fair	Poor
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Comments:

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7. Communication, *both written and verbal, with varying audiences*

Excellent	Good	Fair	Poor
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Comments:

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8. Wider Contribution to your organisation or general life of the School

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Sissinghurst (VA) Church of England Primary School

Excellent	Good	Fair	Poor
Comments:			
9: Job related knowledge			
Outstanding	Good	Fair	Poor
Comments:			
10. For teaching appointments only, quality of teaching overall, based on lesson observations during current/most recent performance management cycle			
Outstanding	Good	Requires improvement	Inadequate
Comments:			
11. For teaching appointments only, assessment against Teachers' Standards overall, based on current/most recent performance management cycle			
Outstanding	Good	Requires improvement	Inadequate
Comments:			
12. For management or leadership posts only, people management and leadership skills			
Excellent	Good	Fair	Poor
Comments:			



Sissinghurst (VA) Church of England Primary School

13. For management, leadership or school business management posts only, budget management skills

Excellent

Good

Fair

Poor

Comments:

14. For management or leadership posts only, relationships with senior management teams and/or other relevant agencies and organisations.

Excellent

Good

Fair

Poor

Comments:

Please use this space to provide any further relevant information: