

Blossom Federation

Daubeney, Sebright and Lauriston



Recruitment Pack





Thank you for your interest in the role of LSA at Daubeney Primary School

A village school in the heart of the city

Daubeney is part of the Blossom Federation which is made up of Daubeney, Sebright & Lauriston Primary Schools, Sebright Children's Centre and Daubeney Children & Family Hub. Collectively, we serve over 1,200 Hackney children and families and are proud of our provision in supporting their education and development. We want to prepare children for a successful future in the real world. It is our aim to provide our children with a broad and exciting curriculum which gives them the skills, knowledge and learning to be prepared for their life ahead.

Children's early experiences are hugely important in forming a person. We want our children to:

- enjoy and show a curiosity to learn
- to feel safe and secure in an environment which is high quality and well resourced
- to have a high regard for staff and children's mental health and wellbeing
- to reach their potential across the core areas and receive the support they need to achieve well
- develop a range of skills and have experiences which mean they are confident and ready for the future
- feel celebrated for their achievements
- to appreciate diversity, difference and have strong global awareness as well as understanding of the school community

We aim to:

- Provide good quality teaching experiences from committed and enthusiastic staff
- Inspire those we teach through creative, exciting and memorable learning experiences
- Enable children to reach their full potential in a rich and inclusive learning environment in which they feel secure, valued and encouraged
- Give children a love of learning and the confidence to express themselves
- Instill respect, good manners, empathy and care in our children
- Develop thoughtful and caring children who form their own views and who are proud of their school
- Encourage children to respect and value our rich and diverse communities and in the world around them



Thank you for your interest in this vacancy.

I hope that you will find this information pack helpful.

If you would like to learn more about our Federation, we would be delighted to answer any questions you may have. Our contact details are in this pack, and we can offer tours of all three school sites so you can meet our children and staff and see first-hand what we do. Our school websites also offer a lot of information about our staff, curriculum and the way that we work.

Daubeney, Sebright & Lauriston Schools are in the vibrant and diverse community of Hackney, East London with easy transport links into and out of Central London.

Daubeney & Sebright have been in partnership since January 2014 with Lauriston joining us in 2018. We have a joint Governing Board and strong links to our Local Authority. Each school has its own Head of School and Senior Leadership Team who work together with the common aim of giving children the very best.

We are looking to recruit staff who are looking to further develop their teaching skills and professional talents. We are looking for practitioners who are confident, self-reflective and who have the energy and skill to make the difference that our children deserve.

If you are hardworking, reflective, resilient and looking for a new challenge or somewhere to start your teaching career then we would love to hear from you.

I look forward to meeting you

Robin Warren

Executive Head Teacher





Learning Support Assistant Level 3
(Sc4 Point 7 - 10) £30,987 - £32,346) FTE
8:30 - 4:00

Full Time - Up to 35 hours term time only
Fixed Term Contract – 1 Year

Daubeney are thinking strategically about future staffing needs and likely changes within the support staff team over the coming 12 months.

We are looking to appoint one full time Learning Support Assistant with experience and enthusiasm in early years to support in our Nursery. The candidate would be able to demonstrate experience of working with children with complex needs and across EYFS and / or Key Stage 1 and leading group and individual interventions and classroom support.. Experience within these roles are preferable.

Successful candidates will also be able to demonstrate a commitment to inclusion, have excellent pastoral skills and be willing to work flexibly and positively as part of a talented team. Candidates should be able to demonstrate their commitment to their roles, the impact they have had in their current positions and show their understanding of what makes the Blossom Federation special.

We offer:

- A talented and supportive Senior leadership Team and committed staff
- A warm, friendly and outward thinking creative school

- Wonderful children and parents
- A highly supportive Governing Body
- Opportunities to progress professionally
- A close working relationship with families, the Local Authority, external professionals and across the Blossom Federation

Applications should be made to Robin Warren (Executive Head Teacher) and Gregory Logan (Head of School at Daubeney.)

Closing date for application is at 9am on Monday 16th March

Interviews will take place on Wednesday 18th March.

The Blossom Federation is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment. Shortlisted candidates and the successful applicant will be required to undertake pre employment vetting checks in line with Keeping Children Safe in Education statutory guidance including an Enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.





Job Description

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title:	LSA
Directorate:	Daubeney Primary School
Reporting to:	Headteacher
Grade:	Scale 4
Hours (options):	TBC

Job description

Purpose of the post:	<ul style="list-style-type: none">To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programs. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in or out of the classroom or outdoor teaching areas where appropriate
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Main duties and responsibilities:	<p>Support for Pupils:</p> <ul style="list-style-type: none">Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.Establish constructive relationships with pupils and interact with them according to individual needs.Promote the inclusion and acceptance of all pupils.Encourage pupils to interact with others and engage in activities led by the teacher.Set challenging and demanding expectations and promote self-esteem and independence.Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.Deliver pastoral and learning support.Deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.Read with individual children and groups and complete reading records as directed by the class teacher.Under the direction of teacher, work with small groups of children and take
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responsibility for their learning.

Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish and maintain constructive relationships with parents/carers by supporting their role in pupils' learning, providing constructive feedback on pupils' progress and achievements and facilitating their support for their child's attendance;
- Support home to school/community links.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin, support e.g. photocopying, typing, filing, money, administer coursework etc.
- Work within an agreed system of supervision with small groups of children and take responsibility for their learning.
- Work in partnership with the teacher to support the school induction programme. This may include contributing to parents evening as appropriate.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
 - Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years and record achievement and progress and feed back to the teacher.
 - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
 - Prepare, maintain and use equipment/resources as required to meet the lesson plans/relevant learning activity and assist pupils in their use.
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Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety, 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Supervise children at meal times and during lunchtimes (if appropriate to hours worked)
- Support children in breakfast club and in after school club (if appropriate to hours worked)

- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. Assist in the general care of the school environment by undertaking tidying of general areas.
- Promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:

- Take part in the school's performance management system.
 - Enhanced DBS Check.
 - Strong commitment to furthering equalities in both service delivery and employment practice.
 - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
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Person Specification:

Person Specification

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	Essential	Desirable
Qualifications		
1. NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	✓	
Experience		
2. Working with or caring for children of a relevant age.	✓	
Knowledge		
3. Completion of the Department of Children, Schools and Families Teacher Assistant Induction Programme.	✓	
4. Training in the relevant learning strategies e.g. literacy.	✓	
5. First aid training/training as appropriate.	✓	
6. Understanding of relevant policies/code of practice and awareness of relevant legislation.	✓	
7. General understanding of nation/foundation stage curriculum and other basic learning programmes/strategies.	✓	
8. Basic understanding of child development and learning	✓	
Skills		
9. Good numeracy/literacy skills.	✓	
10. Effective use of ICT to support learning.	✓	
11. Use of other equipment technology including video, photocopier.	✓	
12. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
13. Ability to relate well to children and adults.	✓	
14. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	
15. Display commitment to protection and safeguarding of children and young people.	✓	



We look forward to working with you

