



# **SEN Learning Support Assistant**

Candidate Pack

2023





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# About us



Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique and our role is to cherish that individuality, whilst working together as part of a learning community.

Everybody can succeed through determination, hard work and encouragement, which is why learning behaviours are so important to our philosophy – we stick at it when the going gets tough and ‘never, ever, ever give up’. We also believe that true and deep learning happens when we find things tricky.

As a federated Infant and Junior School we cover ages 4 to 11 years and the schools combined can accommodate approximately 630 children in a 3 class intake from Reception to Year 6. From September 2013 The Havelock Schools gained academy status and are part of the Pathfinder Schools Trust.

In March 2016 Havelock Infant School was inspected and successfully gained an OFSTED ‘outstanding’ status. In June 2023 Havelock Junior School was inspected and successfully retained its OFSTED ‘good’ rating.



# Ethos & Values

## Vision statement

Havelock Schools  
unlocking the door to  
lifelong learning – a place  
where everyone is  
inspired to reach their full  
potential

### Our responsibilities

- Be ready
- Be respectful
- Be safe



## Mission and Aims

- To provide creative, personal, physical, moral and spiritual development
- To promote learning that excites, inspires and motivates all
- To empower and value individuality in order to develop confident learners prepared to face our changing world
- To create a welcoming and nurturing community where children feel safe and valued and diversity is celebrated
- To provide an engaging and progressive curriculum that promotes curiosity, challenge and choice
- To have high expectations that develop positive resilient thinkers who are not afraid to fail, have motivated minds and a passion for learning
- To encourage and motivate independence by promoting positive thinkers, problem solvers and resilient learners able to reach their full potential
- To share and value experiences as part of a collaborative team, showing mutual respect for all members of our learning community



# Career development

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

**Apprenticeships**—Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

**Early Career Framework**—We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

**National Professional Qualifications (NPQ'S)**—Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

“ ”

What our  
staff  
appreciate  
most

Wonderful  
colleagues (friends) I  
can feel proud that  
we do our best for  
our children

The approachability of  
SLT  
if I have an idea that I  
believe would benefit  
students

The fantastic  
people that I work  
with. The children  
that I get to work  
with

The effort and  
time people put into  
the job

Supportive  
leadership,  
supportive  
colleagues

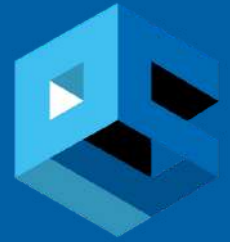
Work life balance

Friendship &  
team work

The supportive team,  
feeling valued

How we care for  
our children

# Being part of Pathfinder Schools

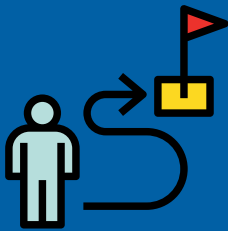


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

## One Trust, transforming lives and communities, inspiring greatness

### Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

### Our vision



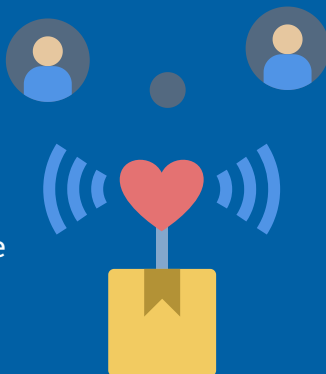
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





## Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



## Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

## Our Values

### Aspiration

#### We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

### Responsibility

#### We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



### Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

# SEN Learning Support Assistant Advert



## Contract type

- Fixed Term - Linked to the life of a child in school and the duration of funding.
- 25 hours per week, 38 weeks per year

## Salary

- Grade D Points 3 - 4
- £22,737 - £23,114 per annum pro rata

## Interviews

- To be confirmed

## Start date

- January 2024

## How to apply

To apply, please complete a Pathfinder Schools support application form, which can be downloaded from the vacancies page of the website:

[www.pathfinderschools.org.uk/join-us/vacancies](http://www.pathfinderschools.org.uk/join-us/vacancies)

Completed application forms should be sent to:

[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)

We are looking for a SEN Learning Support Assistant to support the learning of a child with additional needs.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records.

Havelock Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address:

Havelock Schools - School Policies & Reports

We would like to take the opportunity to invite prospective applicants to come and see our schools in action, and ask any questions you may have.

To arrange a visit, please contact Mia Grainger, Sendco, on 01536 760361 or email [office@havelock.pfschools.org.uk](mailto:office@havelock.pfschools.org.uk)

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

# SEN Learning Support Assistant

## Job Description



**Responsible to:** SENCO

**The purpose of the post:** To work under the direct instruction and guidance of teaching/senior staff 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. Work may be carried out in the classroom or outside the main teaching area.

### PRINCIPAL RESPONSIBILITIES

- Jobs comprise a sequence of tasks that form standardised work routines.
- May provide informal assistance to less experienced colleagues.
- Work under direct instruction/guidance from teaching staff, enabling access to learning for pupils including those with special educational needs.
- Post requires courtesy and effectiveness in dealing with other people.
- Able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher.
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

### WORKING ENVIRONMENT

- Assist with the planning, development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times; to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Where applicable to the needs of the children carry out medical procedures in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies; deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.
- Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## **SUPPORT PUPILS IN THE LEARNING ENVIRONMENT**

- Supervise and support pupils in the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence under the direction/guidance of class teacher.
- Establish constructive relationships with pupils and interact with them according to individual needs.

## **PROVIDING CLERICAL AND OTHER SUPPORT TO SERVICES**

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Administer routine tests and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

## **PREPARING AND MAINTAINING THE CLASSROOM ENVIRONMENT AND RESOURCES**

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Prepare, maintain and use equipment and resources required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.

## **DEVELOPING THE TEAM**

- Participate in meetings, training/development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

## **BUILDING PROFESSIONAL RELATIONSHIPS**

- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

## **DEALING WITH BEHAVIOUR ISSUES**

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures

## **MONITORING LEVELS AND ORDERING OF RESOURCES**

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

## **REVIEWING PUPILS PERFORMANCE**

- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

## **PHYSICAL EFFORT AND/OR STRAIN**

- Physical effort and/or strain may regularly be part of the normal working pattern when helping to move identified pupils, using mobility equipment such as wheelchairs and/or hoists.

## **WORKING ENVIRONMENTS**

- Job holders may frequently attend to personal, hygiene and medical care needs throughout the normal working pattern and may therefore be exposed to unpleasant/hazardous substances. Health and Safety guidelines should be followed at all times.
- Any other duty required by the Headteacher or a member of the wider Leadership Team, as may be reasonably required, commensurate with the level of post.
- Performance Management will take place on an annual cycle, with a member of the wider Leadership Team taking the role of appraiser.



AF = Application Form I = Interview

| <b>Attributes</b>                   | <b>Essential</b><br>It is essential candidates can provide evidence of:                                                                                                                                                                                                                                                                                                                                                                                    | <b>Test</b>                                             | <b>Desirable</b><br>It is desirable candidates can provide evidence of:                                                                                                                                                                                                                                                                                                                       | <b>Test</b>                                               |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| <b>Education and Qualifications</b> | <ul style="list-style-type: none"> <li>NVQ level 2 or equivalent in relevant subject or significant experience of working with or caring for children of relevant age</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>at least a pass in English and Maths at GCSE or equivalent</li> </ul>                                                                                                                                                   | AF/I<br><br><br><br><br><br>AF                          | <ul style="list-style-type: none"> <li>GCSE grade C or higher in English, Maths and Science</li> <li>Further CPD training undertaken.</li> <li>NVQ level 3 or equivalent in relevant subject</li> <li>Commitment to professional development to improve English and Maths skills.</li> </ul>                                                                                                  | AF<br><br>AF<br><br>AF<br><br>I                           |
| <b>Experience and Knowledge</b>     | <ul style="list-style-type: none"> <li>Knowledge of National Curriculum</li> <li>Knowledge of Special Educational Needs</li> <li>Able to use Microsoft Office efficiently</li> <li>Appropriate level of data protection, security and confidentiality awareness</li> <li>Willingness to participate in CPD</li> <li>Recent experience of working with children</li> </ul>                                                                                  | AF<br><br>AF<br><br>AF<br><br>AF<br><br>I<br><br>AF/I   | <ul style="list-style-type: none"> <li>Recent experience of working in a school setting</li> <li>Working knowledge of national curriculum/EYFS curriculum and other relevant learning programmes</li> <li>Experience of CPD</li> <li>Experience and knowledge of SEN code of practice</li> <li>Experience of running intervention programmes</li> <li>Following guidance from IEPs</li> </ul> | AF/I<br><br>I<br><br><br><br>I<br><br>I<br><br>I<br><br>I |
| <b>Safeguarding</b>                 | <ul style="list-style-type: none"> <li>A commitment to safeguarding children and report concerns.</li> <li>Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed.</li> <li>Able to form and maintain appropriate professional relationships and boundaries with children and young people.</li> <li>Ability to deal with sensitive information in a confidential manner.</li> </ul> | I<br><br>AF/I<br><br><br><br><br><br>I<br><br><br><br>I | <ul style="list-style-type: none"> <li>Recent evidence of Safeguarding training and working knowledge of school child protection practices.</li> <li>Recent first aid training</li> </ul>                                                                                                                                                                                                     | AF<br><br><br><br><br><br><br><br>AF                      |

# SEN Learning Support Assistant Person Specification



AF = Application Form I = Interview

| Attributes                  | Essential<br>It is essential candidates can provide evidence of:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Test                                              | Desirable<br>It is desirable candidates can provide evidence of:                           | Test |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------|------|
| <b>Abilities and Skills</b> | <ul style="list-style-type: none"> <li>• Ability to work constructively as part of a team</li> <li>• Effective oral and written communication skills</li> <li>• Ability to manage difficult behaviour in a calm and patient manner</li> <li>• Ability to use own initiative but also follow direction</li> <li>• Good organisation and time management skills.</li> <li>• Confident with the use of IT equipment to support learning.</li> <li>• Able to act as good role model to children.</li> <li>• Ability to communicate effectively with parents</li> </ul> | AF/I<br> <br> <br><br>AF/I<br> <br> <br><br> <br> | <ul style="list-style-type: none"> <li>• Able to run small groups independently</li> </ul> |      |
| <b>Equal Opportunities</b>  | <ul style="list-style-type: none"> <li>• Ability to demonstrate awareness/understanding of Equal opportunities.</li> <li>• Able to support and understand the needs of SEND pupils</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <br><br>                                          |                                                                                            |      |

# Contact us



1 Visit us Havelock Schools  
Havelock Street,  
Desborough  
Northamptonshire,  
NN14 2LU

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2 Call us Infants : 01536 760486  
Juniors : 01536 760361

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3 Email sbindley@havelockschools.org.uk  
us

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4 Visit our website [www.havelockschools.org.uk/](http://www.havelockschools.org.uk/)

