



**SEN Learning
Support
Assistant**

Candidate Pack
2023



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Our School



Loatlands Primary School is situated in the town of Desborough and we pride ourselves on being part of the local community. Our school facilitates two-form entry from Reception to Year 6, in addition we can accommodate up to 39 children in either the morning or afternoon sessions at our attached Nursery. Our children are well behaved and enthusiastic learners, they enjoy coming to school

We have a modern, open and welcoming learning space. We have a large and colourful library, a hall space with an attached dance and drama studio, excellent outside learning areas for Reception children and plenty of green space including a trim trail and a conservation area where we offer Forest School sessions to all pupils throughout the school. Classrooms are fully equipped with interactive screens and our ICT provision includes laptops and iPads in mobile trolleys for use by all classes.

At Loatlands our dedicated team of staff and governors seek to work in partnership with families in order to nurture the whole child and develop the highest standards of education for all children. We believe passionately in creating a love of learning that will allow children to become enquiring learners in all areas of our exciting and enriching curriculum.

During our last Ofsted inspection in June 2016 we maintained our 'good' rating.

Vision & Values



Our Vision

At Loatlands Primary School we believe in the transformative power of education. Our school community is where we develop as well-rounded individuals, using our collective strengths to grow as a team. We believe that every member of our school community has the capacity to excel. This success will only be achieved through a commitment towards our shared values of respect, resilience and curiosity.

Our Values

Respect

- We are a caring and thoughtful school community. We understand the importance of showing kindness and politeness to others.
- We appreciate our differences and accept others for who they are. We celebrate our unique strengths and talents.
- We promote honesty, understanding that we are all responsible for our own actions.
- We act with integrity so that we can respectfully disagree and move forward together as a result

Resilience

- We show courage and positivity when working together to tackle new challenges. As learners, we know our own strengths and weaknesses, taking bold risks whilst learning.
- We seek feedback to help us grow. We learn from our mistakes, showing determination to succeed.
- We support each other so that we are happy, confident individuals. We are encouraged to make healthy choices so we feel good about ourselves.

Curiosity

- As a community, we ask questions about the world around us to challenge our thinking. We initiate our own ideas, exploring them creatively and taking pride in the outcomes.
- We are passionate learners who investigate and seek out answers.
- We make connections to our own experiences and collaborate with others.

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

“ ”

Feeling welcomed and appreciated

The kindness of the staff and the safe environment

The emphasis on the importance of wellbeing

Pulling together when things get tough

Support and opportunities provided by the Trust

The 'family' feel of the school

The actual job itself is lovely

The children's behaviour

The children first ethos

Being part of Pathfinder Schools

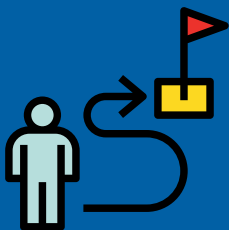


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by 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



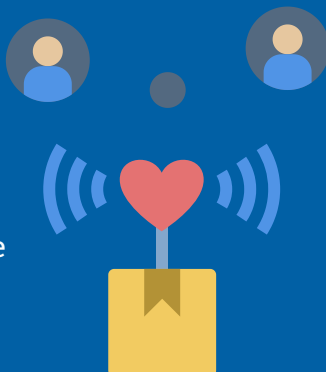
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





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.
- Part-time
- 28.75 hours per week
- 39 weeks per year

Salary

- TA 2 - Grade D - Points 3 - 4
- (£20,812 - £21,189) per annum pro rata

Closing date

- 9th October 2023

Interviews-w/c

- To be confirmed

Start date

- As soon as possible

How to apply

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

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to:

recruitment@pfschools.org.uk

Loatlands Primary School is situated in the town of Desborough. We currently have 448 children on roll across the school and nursery. Our children are well-behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

We are looking for a 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.

Loatlands Primary School is committed to safeguarding and promoting the welfare of children. In line with safer recruitment practice, an enhanced DBS check is required for the successful applicant and references will be requested for short-listed applicants prior to interview.

Loatlands Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address : <https://loatlandsprimary.net/information/school-statutory-information>

For any queries about the post, please contact the Headteacher, Mrs Alison Willis on 01536 903713 or email head@loatlands.pfschools.org.uk

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.

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.

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.

KCSiE 2022 - Online searches

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

Purpose of the role: 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.

Supporting 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.

SEN Learning Support Assistant Person Specification



AF = Application Form I = Interview

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

SEN Learning Support Assistant Person Specification



AF = Application Form I = Interview

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

Contact us



1 Visit us Loatlands Primary
School,
Harrington Road
Desborough
NN14 2NJ

2 Call us 01536 903713

3 Email
us [parents@loatlands.
pfschools.org.uk](mailto:parents@loatlands.pfschools.org.uk)

4 Visit
our
website <https://loatlandsprimary.net/>

5 Watch
our
video [https://loatlandsprimary.net/
school-video](https://loatlandsprimary.net/school-video)

6 Follow
us [@loatlandspri](https://twitter.com/loatlandspri)

