



**LION**  
**ACADEMY**  
**TRUST**

**SENCO – Barclay Primary School**

**Information for Candidates**

**March 2024**

# Welcome from the CEO

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Dear Candidate,

Thank you for taking the time to apply for a role at the Lion Academy Trust. I am extremely proud of what our teams do on a daily basis - from teaching in classes that cater for the broadest range of needs and abilities through to the support teams that make sure that everything runs smoothly and ensures that our pupils, staff and visitors experience the very best of what primary-phase education can offer.

By seeking to engage with the Trust in applying for a new role, I would encourage you to explore our websites, social media feeds and where possible, speak to our staff about working for the Lion Academy Trust. We have high standards and expectations and work hard to make sure every pupil is afforded the education they deserve - but we cherish the staff we have and work as hard to ensure that we support and develop all our teams to achieve their full potential.

You will find all the details you need in the materials provided - if you are looking for an employer that will match and exceed your ambition to positively change the lives of the pupils and communities we serve, then the Lion Academy Trust may well be the employer for you.

Good luck on your journey to finding the right job and next steps in your career.



**Justin James**  
**Chief Executive Officer**

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# About the Trust

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The Lion Academy Trust was established in 2012 and has grown to run schools in London, Essex and Wellingborough. As a values-driven multi-academy trust, our moral foundations are the basis for the successes we have achieved:

## **The right to an outstanding education**

We believe that all children and students have the right to an outstanding education and access to outstanding facilities. Proven school improvement strategies and resources are deployed to meet local needs.

## **The relentless pursuit of excellence**

Our teams take responsibility to ensure that we deliver “good or better, every day”. Obstacles and barriers are overcome by clear, targeted support that drives the culture of sharing outstanding practice in the relentless pursuit of excellence.

## **Our pupils are the reason we exist**

Outstanding teaching and learning is central to every decision made and every development introduced. The Trust is tightly focused on pupils as our “stakeholders” and as the reason why the Trust and schools exist.

## **Centrally defined, locally implemented hubs of excellence**

Centralised design of pedagogy, policies and strategies are deployed via the three hubs with local relevance retained through transformative practice being implemented and developing communities of practice all working to achieve the same high standards and outcomes.

## **Investment in teams and practice is key to the transformation of education**

At the core of our ethos is the belief that investment in high-quality, bespoke training and development is critical to our continued ability to successfully transform education. This is to enable both staff and pupils to develop as individuals and as professionals in order to achieve excellence.

You will find that as a Trust and education service provider, we pride ourselves on the consistent application of what we can evidence that makes a difference; staff are measured by the impact they create, not the workload they manage. Our drive to make a tangible, positive difference in every community we serve, recognising the contribution and challenges our families can offer and are facing, means that we go beyond context or reasons ‘why not’ - and never lose sight of why we are here: every pupil in our schools.

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# About the School

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At Barclay Primary School we live, work and learn through our five values:

- **ASPIRATION** – aspiring to be the best that we can be.
- **KINDNESS** – being kind to everybody – our peers, staff and the community.
- **RESPECT** – we listen to one another, we take feedback and we improve.
- **HONESTY** – we always tell the truth.
- **RESPONSIBILITY** - we take responsibility for our actions.

We are a popular and fully inclusive primary school and serve the community in the East London area. As a co-educational, six-form entry primary school, Barclay is one of the largest and most high-performing primary schools in the country. Judged by Ofsted in May 2016 and November 2021 to be "outstanding" across all categories, Barclay has risen from the bottom 5% of schools nationally in 2008 to sustaining a place in the top 3% of schools nationally.

We are committed to playing a leading role in the enhancement of all our pupils and set equally high standards for every member of our team. Every role, in every setting, can and will directly impact on how our pupils thrive during their time with us - we operate as one team, with one common goal - to ensure that we deliver the best possible education for every one of our pupils.

As a school, we benefit from being part of the Lion Academy Trust and deploying the proven systems and pedagogies to inform how we operate. From the highly resilient IT infrastructure to the fully resourced and sequenced curriculum - we proudly function as part of the family of Trust schools and celebrate the opportunities that being part of a high performing trust afford us.

We are looking for an exceptional candidate to become a Class Teacher at Barclay Primary School from September 2024. If you are ambitious, hardworking and are looking for progression as well as benefiting from research based school improvement then this is the school to further develop your career. We are looking for an individual who is a passionate, committed and a confident practitioner. We want to recruit staff that engage and inspire both pupils and colleagues. Ideal candidates will be resilient, hardworking and willing to go the extra mile to ensure that our provision is 'Good or better, everyday'.

The opportunities, skills, professional development, school improvement understanding and knowledge added to the opportunities for career progression in Lion Academy Trust and the success of the Trust through its approaches and track record mean that candidates can develop into highly successful leaders.

As an employer, we are forward-thinking, caring and, most important of all, a happy school where pupils of all abilities and social backgrounds achieve. Our values are at the heart of everything we do and all decisions we make. Our pupils are well-behaved and always aspire to be "the best versions of themselves". The Trust believes in no ceilings and staff are promoted and supported on their abilities, merit, effectiveness and commitment to our children, not on hierarchy or length of service.

Thank you for taking the time to complete your application - you will find all the answers to any questions you may have in the supporting documents. Good luck with your application.



# Why work for the Lion Academy Trust?

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To support all our staff, the Trust is committed to finding ways to ensure that your personal, financial, professional and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

Professional support is key - and the Trust has worked extensively to fund critical benefits such as:

- Additional non-contact time for teaching staff - over and above statutory PPA time; this equates to 15% non-contact time for class teachers.
- Deploying a fully-resourced, sequenced curriculum across 11 subjects;
- Unlimited access to CPD and career development through providers such as The National College and The Key;
- Funding annual pay increments - having previously provided a boost even when these are frozen nationally;
- Meeting or exceeding the terms set out in nationally agreed terms and conditions - for both teaching and support staff;
- Clear and well-implemented policies and professional standards - in key areas like behaviour, managing parental engagement and supporting staff in challenging situations.

You'll find a raft of programmes through our Perks at Work platform that includes benefits like:

- An electric car-lease scheme, through Tusker;
- Support for bicycle and IT equipment purchases via salary sacrifice schemes;
- Cash-back on large purchases across a range of leading retailers and chains;
- Access to our employee assistance programmes and wellbeing schemes like free eye tests for display screen users; and
- Comprehensive access to support for staff and their families - including online fitness sessions, counselling and legal and financial advice.

And as an employer, we know the little things add up to happier, more productive member of staff - so we ensure:

- Free tea and coffee in all our settings;
- Actively implementing workload reduction measures around marking, lesson planning and data tracking;
- Paying staff to run clubs - and fully funding all after school clubs for our pupils;
- Minimising the impact of twilight and INSET days by planning these and managing these clearly throughout each term;
- Systems and core infrastructures work - printers, IT devices and networks, data management platforms - all are extensively vetted, tested and maintained - reducing stress, disruption and aggravation for busy staff; and
- Consistently applying our policies in every setting - and priding ourselves on being a fair and transparent employer.

And set above all this - the biggest benefit of working for The Lion Academy Trust is the pupils who come to our schools every day. The impact we have on their life chances and the preparation for the secondary phase of education and beyond is critical. By joining the Lion Academy Trust, in any role or function, you will directly benefit from being part of the team that has transformed the lives of every child who has attended one of our schools.

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# Lion Learning Pathways

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In addition to a leading CPD programme and published resources, to support every school role, every Trust school has access to the Lion Learning Pathways. A programme of tried-and-tested guides and lesson formats to help build and enhance the progression of learning required by the National Curriculum. An invaluable resource providing all your teaching and learning content requirements – split by key stage to support Year 1 to Year 6.

As an educator within our Trust, the Lion Pathways Teacher supports workload reduction - the provision of content-rich, fully resourced subjects - via planning aides and digitised lessons means less time / resource on sourcing material; more time and focus on precision teaching. Learn more at <https://lionpathways.net/>

## Reap the benefits:



**Quality lessons**



**Engaging content**



**Class collaboration**



**Easy assessments**

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# Job Profile

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| Job Details           |   |
|-----------------------|---|
| <b>Job title</b>      | SENCO   |
| <b>School</b>         | Barclay Primary School  |
| <b>Responsible to</b> | Head of School  |
| <b>Location</b>       | Leyton/Walthamstow  |
| <b>Salary</b>         | M1 £34,514 – M6 £46,001 + SEN Allowance (Depending on Experience) |
| <b>Contract Type</b>  | Permanent   |

## CORE PURPOSE:

To lead learning in Lion Academy Trust Primary School (Barclay) and guide staff in developing consistent practice in the teaching and learning and provision for SEN pupils (including vulnerable and looked after children), ensuring high quality learning opportunities, pastoral care, safeguarding and behaviour through the management of inclusion so that all children achieve the highest standards of attainment and achievement.

## CORE DUTIES:

SENCO To carry out the duties as detailed in the SEN Code of Practice and meet the requirements of special educational needs children. The SENCO will be predominantly non class based but will be expected to support targeted groups of children when required. To be one of the designated child protection officers overseeing child protection issues looked after children and the school's child protection team. With the support of the Head of School, Deputy Headteacher and Assistant Headteacher (Inclusion): Middle Leader

## General responsibilities:

To assist and support the Headteacher, Deputy Headteacher, and Assistant Headteacher (Inclusion) to:

- Lead and deliver a balanced high quality curriculum programme supporting SEN, and vulnerable children within the school which takes account of the specific educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust. The school and trust meet the expectations within the SEN Code of Practice
- To be accountable, alongside the Inclusion Assistant Headteacher, for progress and achievement for SEN pupils and vulnerable children.
- Lead, challenge and continue to develop an effective team of teachers and support staff to ensure continued accelerated progress of children. The Inclusion team provides value for money.
- Monitor, challenge and improve the effectiveness of curriculum planning, intervention and provision delivery within the Inclusion umbrella to ensure rapid and sustained improvements in pupil achievement for SEN and vulnerable children.

Deliver, in conjunction with other Inclusion Assistant Headteacher, a successful system of pastoral welfare for pupils in the school with particular responsibility for Safeguarding in line with the Lion Academy Trust expectations.

- In conjunction with other lead professionals, senior leaders and teachers, deliver, monitor and challenge all provision with a specific focus on intervention and differentiation that is in place for



underachieving children SEN children and vulnerable children to ensure they make rapid and sustained progress.

- Maintain, challenge and ensure high standards of behaviour and discipline across the school in line with the Lion Academy Trust expectations and ethos.
- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents, outside agencies, additional LAT schools and the wider community for SEN and vulnerable children.
- Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations.
- Contribute to the strategic development of the school as part of the middle leadership team. This includes monitoring and evaluating provision for SEN as part of the self-evaluation process and the development of the school improvement plan.
- Keeping abreast of educational developments and associated funding streams through your own professional training and research.
- Supporting the head and deputy in ensuring that change is implemented effectively and smoothly.
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust.
- Helping to maintain outstanding behaviour around the school at all times
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school intervention provision is of a high quality and includes stimulating learning environment/resources for all children.

### **Specific Core Duties to the Role**

#### **SPECIAL EDUCATIONAL NEEDS AND VULNERABLE CHILDREN**

##### **The SENCO has the responsibility:**

- To monitor, challenge and ensure that the quality of provision for SEN and Vulnerable Children within the context of teaching and learning, intervention and specific needs is of a high quality and ensures rapid and sustained progress for all pupils in line with minimum national expectations. The Inclusion provision at Lion Academy Trust is minimum good.
  - Identify, adopt and adapt the most effective teaching approaches for pupils with SEN, so that children's' specific needs are exceeded.
  - Monitor, challenge and adapt teaching and learning activities including all intervention and lower ability groupings to ensure that the learning is relevant, high quality and scaffolded to meet the individual next steps of learning for all pupils with SEN.
  - Identify and teach study skills that will develop pupils' ability to work independently.
  - Provide an annual comprehensive training package for teachers and support staff supported by the Deputy Head (CPD) to target SEN practice, skills, provision and knowledge which impacts directly on progress and outcomes for children. This includes tackling underperformance.
  - Liaise with other schools and other senior leaders in Lion Academy trust schools to share and develop practice and to ensure continuity of support and learning when transferring pupils with SEN.
  - Ensure the Inclusion teams supports the Assistant Headteachers, Senior and Middle Leaders, Teachers and Support Staff in raising levels of achievement throughout the school by supporting teachers in planning and preparation, providing high quality specific resources and ensuring the learning opportunities provided for these children are in line with their specific needs. This includes advising and supporting staff on curriculum planning and delivery for pupils with SEN.



- The inclusion team is responsible for developing home school links and encouraging parental involvement the in specific learning of SEN and vulnerable children including strategies on how to support their children through workshops, information sessions and 1:1 meetings other than just scheduled reviews.
- Ensuring that all expected planning, assessment and record keeping systems are followed and kept up to date with specific reference to pupils with SEN and vulnerable children.
- Deploying and managing the work of SEN /Support staff across the school to ensure maximum impact, value for money and rapid and sustained progress for targeted groups of pupils.
- Delivering and improving on current assessment, induction and monitoring procedures for SEN ensuring that targeted support is in place both rapidly and decisively so that all pupils receive the correct and focussed support across the school as quickly as possible.
- To ensure that all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and vulnerable children.
- Identify and disseminate good practice in SEN provision and intervention across the school.
- Identify specific resources needed to meet the needs of pupils with SEN or additional educational needs and advise the head of school of priorities for expenditure

### **Recording and Assessment**

Ensure that there are challenging individual and group targets set for raising achievement among pupils with SEN and vulnerable children.

- Alongside the Assistant Headteacher for Inclusion collect and interpret specialist assessment data for SEN children measuring impact of support, intervention and quality of teaching. Identify areas for development and ensure adaptation of practice and provision is in place immediately to tackle underachievement.
- Where necessary, evaluate and adapt current systems for identifying, assessing and reviewing SEN children's needs that expedites identification and addresses needs.
- Provide regular updates to the head of school and governing body on the effectiveness and impact of provision for pupils with SEN and vulnerable groups. This includes actions /resources in place to target any underachievement.
- Ensure that there are processes in place for consultation and reporting to parents in line with statutory expectations.

Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children;

- Carry out any other additional duties deemed necessary directed by the Head of School

### **Specific Duties – Supporting Learning and Teaching in SEN**

#### **Planning:**

- Liaise with other senior leaders , teachers and support in development and delivery of an effective SEN curriculum that meets the needs of all groups of pupils.
- Attend and contribute to strategy meetings to support implementation of the Inclusion Improvement Plan, in accordance with school strategy and direction;
- Liaise with the Assistant Headteachers in planning and monitoring intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs across the phase. Regularly monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.

- Ensure that learning and provision is precisely planned for and evaluated so those that all pupils specific needs are catered for.

**Staff development and support:**

**This will include:**

- Organising and delivering training, as needed, to groups of school staff.
- Supporting, monitoring and leading staff in the use of assessment information and processes to inform teaching and learning;
- Provide a model of minimum good SEN practice and provision.
- Providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
- Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements;
- Conduct appraisal meetings with support staff to set professional development and pupil progress targets ensuring underperformance of children and the member of staff's own practice improves and is a minimum standard of good. Monitor, guide, support and challenge support staff's progress towards those targets.

**Monitoring and review:**

Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of the delivery of the curriculum/provision through lesson observations, learning walks, planning and work scrutinise and pupil interviews;

- Ensure identified areas of inconsistency are tackled through support in the form of guidance, INSET, phase meetings, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and reviews against identified targets, progress measures and expected time scales.
- Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in a year group/clubs/services. Monitor pupil progress meetings with teachers, club and service leads, lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed;
- Monitor assessment and recording procedures, ensuring that leaders/services leads undertake agreed procedures in line with school strategies and this is impacting directly on children's; learning and progress;
- Maintain records of non-contact and actions taken (in line with agreed priorities) to report the impact to the Leadership team.

**External liaison:**

- Liaise with relevant external agencies as appropriate, on specific teaching and learning issues relevant to your responsibility areas.
- Liaise effectively with parents/stakeholders/other schools to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes been proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils outcomes.

*This Job description is representative only. Other reasonable duties may be allocated from time to time commensurate with the general character of this post and its grading. There will be an annual review of the roles and responsibilities of members of The Lion Academy Trust. This may result in changes to designated roles and responsibilities in line with the emerging priorities of The Lion Academy Trust.*

## Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

**Evidence:** A = Application Form, I = Interview, R = Reference.

| Qualifications, Experience and Professional Development   | Essential                           | Desirable                           | Evidence |
|---|-------------------------------------|-------------------------------------|----------|
| <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A        |
| <ul style="list-style-type: none"> <li>Evidence of continuous INSET and commitment to further professional development</li> </ul>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A        |
| <ul style="list-style-type: none"> <li>Evidence of recent and relevant SEN qualifications / training</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I      |
| <ul style="list-style-type: none"> <li>Experience of working with children with a range of SEN, including those with dyslexia and/or autism</li> </ul>  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A/I/R    |
| <ul style="list-style-type: none"> <li>Experience working across the primary age range</li> <li>Working in partnership with parents.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>To have a clear understanding of the National Curriculum and its application.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range.</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>Knowledge and understanding of Primary Curriculum and its application</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>Understanding of and ability to use teaching and learning strategies appropriate for Children with SEN</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>To motivate and inspire pupils</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>Ability to plan, teach and assess effectively a range of pupils, including those working at p levels</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> </ul>                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>The monitoring, assessment, recording and reporting of pupils' attainment and progress.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection.</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>The positive links necessary within school and with all its stakeholders.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |
| <ul style="list-style-type: none"> <li>Working closely with parents, Learning Support Assistants and other professionals</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R      |

|  |                                     |                                     |       |
|--|-------------------------------------|-------------------------------------|-------|
| <ul style="list-style-type: none"> <li>Knowledge and understanding of:<br/>The preparation and administration of statutory<br/>The links between schools, especially partner schools</li> </ul>                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | I/R   |
| <b>Communication</b>   |                                     |                                     |       |
| <ul style="list-style-type: none"> <li>The ability to communicate effectively in a verbal and written form to a range of audiences.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I   |
| <b>Skills and Aptitudes</b>  |                                     |                                     |       |
| <ul style="list-style-type: none"> <li>Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes</li> </ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to communicate orally and in writing to a wide range of audiences, including outside agencies</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>A willingness to work throughout the Primary School.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to cope with the pressures of a demanding management position</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to set high standards and provide a role model for staff and pupils.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to deal sensitively with people and resolve conflicts.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to work with and deploy staff and resources effectively.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Promote the school's aims positively, and use effective strategies to monitor motivation and morale.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Develop good personal relationships within a team.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Establish and develop close relationships with parents, governors and the community.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Effective administrative and organisational skills</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <b>Disposition</b>   |                                     |                                     |       |
| <ul style="list-style-type: none"> <li>Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils.</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Able to work as part of a team</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <b>Personal Qualities</b>  |                                     |                                     |       |
| <ul style="list-style-type: none"> <li>Passionate about Learning and Teaching.</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Displays warmth, care and sensitivity in dealing with children.</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Open minded, self-evaluative and adaptable to changing circumstances and new ideas</li> </ul>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A/I/R |
| <ul style="list-style-type: none"> <li>Able to enthuse and reflect upon experience</li> </ul>  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A/I/R |
| <ul style="list-style-type: none"> <li>Willingness to be involved in the wider life of the school</li> </ul>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Ability to prioritise</li> </ul>  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A/I/R |
| <ul style="list-style-type: none"> <li>Good interpersonal/communication skills</li> </ul>  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A/I/R |

| Other  |                                     |                          |                         |
|--|-------------------------------------|--------------------------|-------------------------|
| <ul style="list-style-type: none"><li>• An Enhanced DBS clearance is essential</li><li>• A good health and attendance record.</li><li>• Comply with the Trust's No Smoking at work, alcohol at work and health &amp; safety policies</li></ul> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Documentary<br>Evidence |

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# How to Apply

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The closing date for applications is **April 30<sup>th</sup> 2024** at 17:00pm with interviews commencing in the week beginning **1<sup>st</sup> May 2024**.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

Further information about the role and an application form can be found [here](#).

For more information about this position or to have a confidential discussion about the role please contact **Maria Hounsell** , by email at [m.hounsell@barclayprimary.net](mailto:m.hounsell@barclayprimary.net)

Details about the school can be found at: <https://www.barclayprimary.net/>

The successful candidate will require two positive references from current and previous employers. The position is subject to an enhanced DBS and medical checks.

***The Lion Academy Trust is an equal opportunities employer and is committed to safeguarding and protecting the welfare of children.***

