

LOUGHTON SCHOOL



...INSPIRING CHILDREN

APPLICATION INFORMATION

STAFF – SEND Learning Support Assistant

INTRODUCING LOUGHTON SCHOOL.....

Loughton was purpose built in 1987 as a 480 place Junior school. On 1 July 2013 we converted to an Academy.

Within the main building there are 16 carpeted home bases which open onto shared areas. There is a hall, a music room, an art room and several mobile IT suites

Outside there is an enclosed courtyard containing paved areas and flowerbeds. There are two playgrounds, extensive grounds, playing fields, an outdoor basketball court and playground equipment.

THE AREA SERVED BY THE SCHOOL...

The reserved area for the school is the two grid squares of Loughton and Shenley Church End, and the southern ends of Crownhill and Great Holm. Our feeder schools are Loughton Manor and Glastonbury Thorn Infant Schools. The school is highly regarded in the local community and a large number of 'out of catchment' requests for places are made annually.

THE CURRICULUM

At Loughton we believe acquiring the core skills in reading, writing and mathematics to be of paramount importance. We endeavour to do this as part of an exciting and creative curriculum. At Loughton we have had a creative curriculum, with a termly cross-curricular theme in each year group.

EXTRA CURRICULAR ACTIVITIES...

Children are encouraged to take part in the extra-curricular activities we offer. These have included gymnastics, cross country, athletics, hockey, football, basketball, netball, cricket, rugby, art, choir, First Aid, French, Maths, Science, ICT, DT and board games. Our commitment to extra-curricular activities was recognised by receiving the Sport England Sportsmark Award and an Artsmark Award.

PARENTAL/COMMUNITY INVOLVEMENT...

The active involvement of parents in their children's education is of great value to the school. We are also fortunate to have a number of parents helping in school on a regular basis. There is a very active and supportive PTSA which holds many social and fundraising activities during the school year.

The school fosters strong links with the local community for example, inviting local groups to productions and letting of our facilities.

EDUCATIONAL VISITS...

Educational visits are planned and organised as part of the ongoing work of the school. As well as local visits, residential visits are organised for Year 5 - youth hostelling in the Caldecotte and Year 6 - outdoor pursuits in Staffordshire or a 5-day residential visit to Germany.

SAFEGUARDING...

This school is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the "Disclosure and Baring Service".



Please visit our website at www.loughton.milton-keynes.sch.uk to learn more about our school.

The School's Policy Statement on Safeguarding

The Governing body of Loughton School recognises its overall responsibility for safeguarding employees, pupils and other persons who are liable to be affected by its activities and those within it.

It is committed to high standards of safeguarding. The school will aim at achieving continual improvement in standards through the regular monitoring and review of its policy and arrangements.

In particular, the Governors will, so far as is reasonably practicable, ensure that the following are provided:

- Effective procedures for managing safeguarding
- A building, equipment and work procedures that are safe
- A safe place of work, a healthy working environment and adequate welfare arrangements
- Comprehensible and relevant information relating to safeguarding is shared with children, employees and where appropriate other persons working in school
- Appropriate training to enable those working or volunteering in school to keep children and adults safe
- Effective consultation procedures and opportunities for staff, parents or children to raise issues
- Adequate and appropriate resources to implement the policy
- Suitable arrangements for reviewing its policy and management systems

The Governing Body assigns to the Head teacher and Deputy Head teachers the day to day responsibility for implementing this policy.

Signed:.....



.....Date: ...1 September 2021.....

Mrs Sandy Blackledge
Chair of Governors

Signed:.....



.....Date: ...1 September 2021.....

Mrs Rebekah Green
Headteacher

LOUGHTON SCHOOL

PERSON SPECIFICATION: Learning Support Assistant – SEND

| Attributes | Essential | Desirable |
|--|--|--|
| Qualifications & Training | <p>G.C.S.E. (or equivalent) Maths and English grade C or above.</p> <p>Proven literacy and numeracy skills.</p> <p>Basic appreciation of Health & Safety risks in a school environment</p> <p>Capable of using ICT</p> <p>Ability to communicate well</p> | <p>Basic understanding of education processes and curriculum</p> <p>Previous experience of working in a classroom</p> <p>First-Aid qualification or equivalent</p> |
| Experience | Previous experience of working with SEND children/pupils | Previous experience working with children/pupils who have SEMH/Attachment experience |
| Attendance & Reliability | Has an excellent level of attendance and punctuality | |
| Professional Knowledge & Skills | <p>Acts professionally at all times.</p> <p>Treats all individuals fairly and with respect</p> | <p>Is aware of legislation and policy concerning discrimination, diversity and inclusion.</p> <p>Health and safety at work</p> |
| Personal Qualities & Attributes | <p>Able to see how own contribution adds to the strength of the team.</p> <p>Willing to help and support other members of the team.</p> <p>Communicates clearly and effectively with pupils and colleagues, orally and/or in writing.</p> <p>Responds positively to feedback.</p> <p>Responds positively to change/potential change.</p> <p>Is prepared to change work practices when needed and work flexibly.</p> <p>Acts on performance feedback.</p> | |

| Attributes | Essential | Desirable |
|------------|---|-----------|
| | <p>Technical/professional knowledge and skills maintained at an appropriate level.</p> <p>Deals promptly, courteously and effectively with pupils/parents/colleagues.</p> <p>Treats all pupils/parents/colleagues with sensitivity, dignity and respect.</p> <p>Gives pupils/parents/colleagues a positive impression of self and the school.</p> | |

LOUGHTON SCHOOL

JOB DESCRIPTION TO BE PERFORMED Learning Support Assistant – SEND

Job Title: SEND Learning Support Assistant

Reports to: Class teacher, Teacher in charge of SEND, Year leader

Key Contacts and Relationships: Head teacher, SLT, pastoral team year team, children, parents & governors

Overall Purpose (what is the overall purpose of the job?)

To support the class teacher in providing the best holistic education possible for the children in your care which inspires, motivates and challenges them. To develop our children into lifelong learners. To ensure all safeguarding procedures and policies are followed to protect the children we have in our care.

To promote a love of reading across the school so children become passionate about reading.

To promote the vision and values of the school among all stake holders and the wider community.

Key Accountabilities (what are the main things which the job holder must do in order to achieve the jobs overall purpose?)

Overall responsibilities as an LSA:

1. To adhere to the 21 standards outlined in the most recent Teaching Assistant standards 2016.
2. To support the class teacher, you work with making sure you follow the planning and guidance they give you.
3. To support the children in the class you work, making sure you help them achieve their full potential.
4. To support the children on the playground during play time encouraging them to play fairly and include others.
5. To adhere to the guidelines set out for professionals in the SEND Code of practice and Loughton's SEN offer as part of the schools' policies (statutory SEN information report)
6. To build good relationships with the children and families in your class enabling you to understand how best to meet their needs
7. To implement 'Behaviour on a page' within your daily practice
8. To provide outstanding pastoral care for the children in your class
9. Set a good example to the children in your care in how you conduct yourself daily, as a role model
10. To celebrate the success of the children in your class/year team and share this with their families in a variety of different ways (i.e. MarvellousMe, SLT tea party, verbal communication at pick up)
11. To provide admin support to the class teacher you work.

Fulfil wider professional responsibilities:

12. Make a positive contribution to the wider life and ethos of the school
13. Be aware of the policies and practices of the school and share in collective responsibility for their implementation
14. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
15. Take responsibility for improving intervention teaching through appropriate professional development, responding to advice and feedback from colleagues
16. Any other professional duties that may be reasonably assigned by the head teacher

Specific SEND LSA responsibilities:

17. To understand the SEND needs of the child/ren you work with and explore CPD training, support and qualifications to support them, within curriculum areas.
18. Where relevant to provide interventions specifically tailored to the SEND child/ren you work with in accordance with advice from the SENDCo or the pastoral team
19. To complete intervention paperwork required by the SENDCo in a timely manner and use

the 'provision mapping tools to evaluate these.

20. Where relevant feed information into 'top up funding' applications or into an Educational Health Care Plan annual review of a named child
21. Where relevant support the child/ren you work with, with transition to the next year group or school.

Key Performance Measures (what are the things which will tell you that the job is being performed to the standard required?)

The children in your care will be safe and happy.

The children in your care will make good progress.

The children in your care will have their individual needs met and catered for.

You will maintain a good reputation among the parents of the children you work with and colleagues in school.

The school will maintain its Ofsted grading of 'good'.

The school will maintain a good reputation in the local area and beyond.

Skills and Competences required in the role (what does the successful performer do in the role)

Demonstrate a good understanding of the Loughton school immersive learning curriculum.

Demonstrate a good understanding of the school vision and values.

Demonstrate a good understanding of your role as an LSA as outlined in the Teaching and Learning policy.

Demonstrate a good understanding of the Behaviour on a Page document.

Demonstrate how to use strategies that will continue to improve achievement and raise standards of attainment.

Demonstrate a creative approach which encourages active learning.

Show a sound understanding of how to use the 'Provision Mapping tool' log interventions

Demonstrate a clear vision and philosophy for education.

Show very good communication (written and verbal) skills at all levels.

Demonstrate the ability to meet deadlines.

Demonstrate excellent attendance, reliability and time keeping.

Demonstrate a high level of professional commitment to the children of Loughton School by inspiring them.

Demonstrate excellent self-management skills, including the ability to organise and plan one's own time effectively.

Demonstrate the ability to establish good and productive working relationships.

Demonstrate sound, good judgement under pressure.

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GUIDANCE NOTES FOR APPLICATIONS

Thank you for expressing an interest in joining Loughton School. The enclosed application pack contains a number of documents providing background information about our school and the vacancy that we are planning to fill. We hope you will find this information useful and we look forward to hearing from you.

Making an Application

Application Form

If you wish to be considered for this post please complete the application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc.).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are not accepted as part of the application process.

Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

Please remember to sign the declaration on the final page of the application form.

In addition to the Application form, please submit a formal letter of application (up to 2 sides of A4) setting out your experience of teaching and learning and what impact your contribution would make in terms of raising standards at our school.

Please return your completed application form to:

Janet Hobbs, Personnel and Finance Manager
Loughton School, Bradwell Road, Loughton,
Milton Keynes MK5 8DN

Or email: Hobbsj@loughton.school

The closing date for applications is:

Wednesday 22nd September 2021 (3:00pm)

Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing/email.

Interviews are scheduled to take place on:

Tuesday 28th September 2021

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Equality Act of 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of The Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The headteacher and school governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the headteacher will discuss an appropriate induction programme with you which will help familiarise you with the ethos of our school, local practices and policies.

Pre-employment Checks

References

If you are shortlisted we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Disclosure and Barring Service (DBS) Check (Disclosure)

Employment at this school is subject to an enhanced check with the DBS. Checks will also be made against the ISA list. All such checks must be satisfactory **before** we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

Validation of Qualifications

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required **before** we confirm any offer of an appointment.

School Policies

Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The school governors and headteacher regard everyone working at our school as a role model for our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. To this end we ask all staff to read our Code of Conduct and sign to acknowledge they have understood and agreed its contents.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.