

THE SANDON SCHOOL



RECRUITMENT PACK

LEARNING SUPPORT ASSISTANT

For further information please contact Mrs Hampton by
phone on 01245 241141 or by email
jhm@sandon.essex.sch.uk

Molrams Lane, Sandon, Chelmsford, Essex CM2 7AQ
Website: www.sandon.essex.sch.uk
Switchboard: 01245 473611

AIMING HIGHER TOGETHER

The Sandon School
Molrams Lane, Sandon
Chelmsford
Essex
CM2 7AQ



Telephone: 01245 473611
www.sandon.essex.sch.uk

Headteacher: Mr A Weaver

LEARNING SUPPORT ASSISTANT

An enthusiastic and adaptable Learning Support Assistant is required as soon as possible to join a strong team to work with teachers to develop support strategies for a variety of students with special educational needs. Previous experience is desirable, but full training can be given to the right candidate.

We are committed to safeguarding and promoting the welfare of children. Appointments will be subject to references and enhanced DBS checks.

This role is paid on LGS Scale 3 points 4-5 with an actual salary of £13,477 per year (based on less than five years' service). This is a part time role, 30 hours 20 minutes per week x 39 weeks.

Further information is available in the Information Pack on our website:
www.sandon.essex.sch.uk or from Mrs J Hampton on 01245 241141 or email:
jhm@sandon.essex.sch.uk at the school.

We reserve the right to close this vacancy early and encourage candidates to complete and return applications as soon as possible



LEARNING SUPPORT ASSISTANT

Responsible to: Deputy SENCOs, Class Teacher

Responsible for: To enhance the learning of students who have a wide range of learning needs. To do this by supporting the teaching staff in enabling the students to gain independence and participate fully in the curriculum and general life of the school. To be adaptable and have empathy, but also follow the school's positive discipline' guidelines.

DUTIES:

The School

- Supporting the Headteacher in promoting and maintaining the work and good order of the school.

Main Responsibilities

- Provide particular and skilled support to students with severe learning, behavioural, communication, social, sensory or physical difficulties

OR

- Provide particular and skilled support to all students in a particular learning area (eg ICT, National Curriculum subject)
- Take an active role in the preparation, maintenance and control of stocks and materials and resources
- Working with individuals or small groups of children under the direction of teaching staff
- Understand specific learning needs and styles and provide differentiated support to students individually and within a group
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate
- Establish positive relationships with students supported
- Provide feedback to students in relation to attainment and progress under the guidance of the teacher
- Support students with activities, which support literacy and numeracy skills
- Support the use of ICT in the classroom and develop students' competence and independence in its use

- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Promote positive student behaviour in line with school policies and help keep students on task
- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required
- Monitor and record student responses and learning achievements, drawing any problems, which cannot be resolved easily to the attention of the teacher
- To support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- To attend to students' personal needs including help with social, welfare, physical and health matters, including minor first aid
- Liaise with staff and other relevant professionals and provide information about students as appropriate
- To supervise students for limited and specified periods including break-times when the postholder should facilitate games and activities
- To assist with escorting students on educational visits
- To understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times

In all the above to have regard to whole school policies.



The Sandon School

Learning Support Assistant Person Specification

It is likely that the successful candidate will satisfy the following specification:

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good general education • GCSE Grade C (or equivalent) in Maths and English. 	<ul style="list-style-type: none"> • Relevant Learning Support/ Teaching Assistant qualification
Previous experience	<ul style="list-style-type: none"> • Not essential 	<ul style="list-style-type: none"> • Experience of working with children with learning and physical difficulties
Professional competence	<ul style="list-style-type: none"> • Committed to inclusive education • Enjoy working with children • Ability to empathise with children experiencing a variety of difficulties • High quality written and oral communication skills • Take an active part and interest in the life of the school • Observe confidentiality • Ability to encourage independence when working with children • Ability to contribute to regular recording of children's difficulties and progress • Ability to work in a variety of settings, eg classroom, withdrawal sessions, school trips • Ability to work under supervision and guidance • Ability to use own initiative • Willing to undertake appropriate training including training to support students with physical and personal care needs 	<ul style="list-style-type: none"> • Take responsibility for own development
Personal qualities	<ul style="list-style-type: none"> • Enthusiastic • Approachable • Adaptable • Ability to remain calm under pressure • Good sense of humour • Positive attitude • Good observational skills • Good interpersonal skills • Good health • Ability to work well in a team • Self-motivated and well organised • Good timekeeping • Reliable 	



Key Information Sheet for a Support Staff post at The Sandon School

Learning Support Assistant

This sheet sets out the key information for any candidates applying for a support staff position at The Sandon School. Please read this information carefully and retain this sheet for reference during the application process.

Application process:

Applicants must complete the application form and submit it to the school by no later than the closing date advertised. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process:

Applications will be ranked against the person specification for the role.

All shortlisted applicants may be subject to:

1. A face-to-face interview with the selection panel.
2. A practical task(s)

Details will be provided prior to interview.

Shortlisted candidates:

Applicants who have been shortlisted for the post will usually be notified by telephone.

Prior to the interview date referees will be contacted to request references on all shortlisted candidates.

Further information and school visits:

Applicants who require further information or would like to visit the school should contact Mrs J Hampton by phone on 01245 241141 or by emailing jhm@sandon.essex.sch.uk.

Key Information for candidates regarding terms and conditions

Hours per week:	30 Hours 20 Mins
Initial working pattern:	8:25 to 15:00 Monday, Tuesday, Thursday 8.25 to 15.40 Wednesday 8:25 to 14:40 Friday (35 minute unpaid lunchbreak each day)
Working weeks per year:	39 weeks (term time only including INSET days)
Holiday entitlement:	Pro-rated holiday entitlement (including public holidays) for this post is 5.5 weeks pa

This is a part-time post and the successful candidate will work during each week of term time including non-pupil days.

Holiday will be deemed to be taken during school closure periods. There is no entitlement to take holiday during term time.

Pay

This post is paid on Pay Scale 3 points 4-5. The full time pay range for this role is £19,264- £19,650 and the actual starting salary for this part-time post will be £13,477 per year. These figures include the holiday pay entitlement for someone with less than 5 years' service.

Employees are paid monthly in twelve equal payments across the year.

Probation

All individuals new to employment with the school will be required to satisfactorily complete a six-month probationary period.

THE SANDON SCHOOL

Molrams Lane, Chelmsford, Essex CM2 7AQ

Opened in 1955, The Sandon School is an 11-18 co-educational Comprehensive with around 1280 students. It is a true comprehensive school with a full range of abilities. With results consistently above the national average, it has an excellent reputation in the community and the school underwent an Ofsted Inspection in March 2018 which found it to be a good school.



The Sandon School is fortunate to have a well-qualified, motivated and experienced staff. Many of the staff are currently undergoing a variety of professional development activities focused on teaching and leadership in particular.

The school is a stand-alone academy, having achieved academy status in 2011, and has been successful in a number of capital bids. As a result, the site is both attractive

and well equipped in all areas of the curriculum. The school is extremely well resourced in relation to ICT with all classrooms equipped with data projectors/interactive whiteboards and many with a wide range of specialist ICT facilities.

The school's ATLAS Centre (Access to Learning at Sandon) is a hub of learning for the whole school and incorporates numerous computers as well as a well-stocked library.

Specialist sports facilities include a dedicated sports hall with an international standard specialist floor, a smaller sports hall, a dance studio and multi-gym, two flood lit 4G Astro Turf pitches, extensive playing fields and hard play areas and a well-equipped gymnasium.



Other specialist facilities include a fully-equipped drama studio with banked seating for an audience of 100, a large performance space, several smaller music practice rooms and a dedicated media suite. As well as nine laboratories, the science department also has an outdoor garden for environmental studies.

The majority of lessons are taught in specialist classrooms and there is a Sixth Form Centre with dedicated study facilities for Sixth Form students.

For administrative and pastoral purposes the school is organised into three



divisions: Lower School (years 7 and 8), Middle School (years 9, 10 and 11) and Sixth Form (years 12 and 13). Heads of School/Sixth Form are supported by Heads of Year and together are jointly responsible for monitoring students' progress and ensuring the well-being of the students within the school to facilitate their learning. Students entering the school are placed in all-ability tutor groups and are set by ability early in Year 7 for English and maths, and in Year 8 for science and languages.

The school provides a full range of courses for GCSE and A Level/Level 3 examinations as well as non-GCSE Certificate courses at KS4. The school has successfully developed a vocational curriculum programme for some students at KS4.

The school enjoys the support of a dedicated Parent Teacher Association (Friends of Sandon School) which organises fundraising and social and educational activities. It is instrumental in providing the school with many items of equipment and 'extras'.



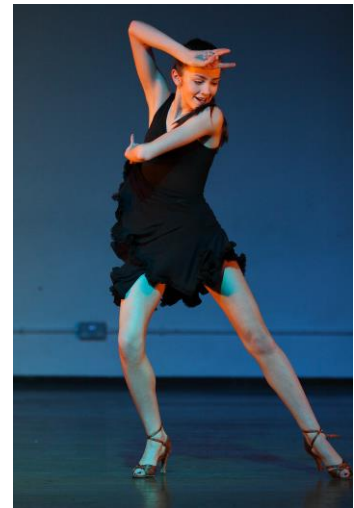
At The Sandon School students are given the opportunity to participate in the highly regarded Duke of Edinburgh's Award scheme. Currently Bronze and Silver awards are offered.

The catchment area of the school covers a wide rural area in addition to the immediate locality of Great Baddow, Sandon and Chelmer Village. The main villages served by the school are Danbury, Bicknacre, East and West Hanningfield, and Chelmer Village from which approximately 60% of

students are currently transported daily to school by means of contract or local service buses.

The school occupies a very pleasant location on the east side of Chelmsford. Located near to the A12, it is easily accessible by car and is well served by public transport. Chelmsford is situated 32 miles from London and has a train service to Liverpool Street (around half an hour). It is within easy reach of the east coast with its many sailing centres, and also Colchester, Ipswich. Southend and Brentwood. During the last 20 years, Chelmsford has undergone rapid expansion and this is continuing. It is a popular residential city and serves London as a commuter centre.

At Sandon we are proud of our school and its achievements. If you would like further information or would like to visit the school, please contact Mrs Jo Hampton on 01245 241141 or email jhm@sandon.essex.sch.uk.



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RECRUITMENT AND SELECTION POLICY STATEMENT

1. The Governing Board is committed to:

- safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
- receipt of satisfactory references*
 - verification of identity
 - a satisfactory DBS disclosure if undertaking Regulated Activity
 - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
 - verification that you are not prohibited from teaching
 - verification of medical fitness
 - verification of qualifications

- verification of professional status where required eg QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to any s128 directions preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2009 or that you have provided a disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions/cautions/ reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2009 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.

- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of the recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the School's retention schedule.

A copy of our Recruitment Procedure is available upon request.

Privacy Notice – Applicants



The categories of school applicant's information that we collect, process, hold and share include:

- personal information (such as name, address, national insurance number, contact information, teacher number, referee contact information, close personal relationship information with current staff, ability to travel, pre-employment check information)
- special categories of data including characteristics information such as gender, age
- employment information (such as current levels of pay, current role, employment history (including reasons for leaving), breaks in employment history, training history)
- qualifications (and, where relevant, subjects taught)
- Medical or disability information where relevant

Why we collect and use this information

We use this data to undertake the recruitment of new staff

The lawful basis on which we process this information

We process workforce information under Article 6 (To fulfil our legal obligation under the Education Act 1996 and the performance of our public task) and Article 9 (processing of special category data) of the General Data Protection Regulations. To comply with contract law, HMRC regulations, eligibility to work in the UK and Keeping Children Safe in Education (as updated).

Collecting this information

Whilst the majority of information is provided by you, some information will be sought from previous employers, DBS service, The Teaching Regulation Agency, Overseas Embassies and referees. If you refuse to provide this information we may be unable to process the application or continue with the recruitment process.

Storing this information

If unsuccessful we will hold this information for 6 months from the date of employment of the successful candidate in accordance with our data retention schedule.

Who we share this information with

We routinely share this information with members of the HR and recruitment team, interviewers, relevant Governors, Headteacher and legal services contracted by the school.

Why we share school workforce information

We do not share information about applicants with anyone without consent unless the law and our policies allow us to do so.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information, contact Mrs Axtell, Business Manager.

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Further information

If you would like to discuss anything in this privacy notice, please contact Mrs Axtell, Business Manager.