



# Dean Field Community Primary School



## Role: Fixed Term Support Assistant for SEND Children

### Job Applicant Pack



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We invest in people Platinum



## Cover Letter

### Dean Field Community Primary School

Cousin Lane  
Ovenden  
Halifax  
HX2 8DQ  
Tel: 01422 258258



Dear Applicant,

I am glad our advert caught your attention and I am pleased to provide you with further information about a new and exciting opportunity at our school. Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- "My School" – children's views on life at Dean Field Community Primary School
- Our ethos and vision

When completing the application form you need use your personal statement to address the requirements of the person specification, you must meet the essential criteria to be shortlisted. Please note we do not accept CV's the enclosed application form (including a supporting statement) must be completed in full.

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Dean Field please visit our school website [www.deanfieldschool.co.uk](http://www.deanfieldschool.co.uk) for more information about both Dean Field and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children's lives, then we would welcome your application.

Please return your application to the school via email to [dedwards@deanfieldschool.co.uk](mailto:dedwards@deanfieldschool.co.uk) by **noon on Friday 8<sup>th</sup> November 2024**.

**Applicants who have been shortlisted for interview will be contacted by email, therefore it is important that you check your emails.**

Good luck and best wishes,

*Fiona Pether*

Headteacher

## **The Support Assistant for SEND Children vacancy**

Dean Field School is vibrant one form entry primary school at the heart of the Ovenden community. Dean Field is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Dean Field we are determined to continue to improve standards and outcomes across the school. We are committed to providing a nurturing and secure environment for our pupils to learn. **Our recent Ofsted rating of “Good” (April 2022) demonstrates this commitment and we are looking for likeminded colleagues to join our school and Trust.**

We have following post available to commence as soon as possible:

### **Fixed Term Support Assistant for SEND pupils**

**Grade: Scale 2, NJC point 4.**

**Hours: 17 hours 30 minutes per week, 11:30 to 15:00 Monday to Friday, term time only**

**Actual salary: £9, 376 per annum**

**Term: Fixed Term until 31<sup>st</sup> August 2025**

**The post:** To provide support for children with complex support needs, incorporating delays in the areas of speech, language, communication and social interaction.

We are looking for candidates with experience of working in a school or similar setting, ideally with knowledge of supporting children with multifaceted special needs due to the complex demands of the pupils in school. The ability to implement strategies that enable pupils to expand their independent learning and social development is necessary. Applicants should be caring, patient, calm under pressure, resilient, able to use their initiative, have excellent team working skills and be enthusiastic about providing outstanding care and education for our pupils.

### **We are looking for candidates who:**

- Relate well to children, particular ones with additional support needs
- Are able to work as part of a team
- Are enthusiastic, caring and self-motivated
- Have a positive and inclusive approach to working with all children
- Can use their initiative

### **In return, we offer a benefit package that includes:**

- Membership of Local Government Pension Scheme with employer contribution of approximately 16.8%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Commitment to professional development for all staff recognised through our Investors in People Platinum award (July 2023)
- Free refreshments and light snacks available in the staff room
- Free car parking

**Our school also offers you the opportunity to:**

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path.

**Please visit our website: [www.deanfieldschool.co.uk](http://www.deanfieldschool.co.uk) for an application pack. Please note we do not accept CVs, only a fully completed Dean Field School application form will be accepted.**

**Previous applicants need not apply**

For further information about the role please view our website or contact Fiona Pether (Headteacher) on 01422 258258.

**CLOSING DATE: noon on Friday 8<sup>th</sup> November 2024**

**You will be contacted by email to inform you if you have been selected for an interview.**

**The trustees of the Family of Learning Trust and the Governors of Dean Field School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.**

**Safer Recruitment at Dean Field School**

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

***Dean Field School is fully committed to the principles of safer recruitment.***

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

**Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.**

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.



## **Support Assistant for SEND Children - Job Description**

<b>Job Title:</b>	Support Assistant for Pupil with SEND
<b>Accountability:</b>	Support for SEND pupils, within the class and on a one to one basis
<b>Salary Grade:</b>	Scale 2, point 4
<b>Responsible to:</b>	Headteacher and SENDCo. Day to day management, class teacher, from whom the post holder will receive guidance, instructions, planning and learning intentions.

### **Purpose of the post**

- To provide support for the identified individual pupil in line with the Educational, Health and Care Plan.
- To work closely with the child's class teacher and the school's SENDCo in implementing the child's Individual Education and Healthcare Plan.
- To monitor the child's progress especially with regard to the objectives stated in the IEP.
- To attend to the welfare and safety of the child.

### **Main Responsibilities**

#### **Supporting and delivering learning**

1. Support pupils with special needs in their mainstream classroom setting and on a one to one basis and occasionally in small groups. This will involve the implementation of specific programmes of work designed by the agencies and the school to assist the pupil's development.
2. Attend to the pupil's personal needs and implement related personal programmes, including physical, social, health, hygiene, toileting, first aid or other welfare matters.
3. Supervise and support an individual pupil ensuring their safety and access to learning.
4. Establish good relationships with the individual pupil, acting as a role model and being aware of and responding appropriately to their needs.
5. Encourage the pupil to interact with others and engage in activities led by the teacher whilst encouraging the pupil to act independently as appropriate.
6. Report to the SENDCo as agreed undertaking pupil record keeping as requested.
7. Support the pupil to understand instructions, in respect of the school's curriculum as directed by the teacher.
8. To participate in and assist in the supervision of the pupil on school visits.
9. Undertake appropriate professional development linked to the child's special needs.
10. Undertake any reasonable duties asked of you by the class teacher or the management of the school.

#### **Curriculum and resource support**

1. Discuss with the class teacher the learning intentions for the lesson and assist the class teacher in the assessment of pupil's capability against these learning intentions.

2. To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
3. Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to the appropriate person.
4. Be aware of and support difference and ensure the pupil has equal access to opportunities to learn and develop.

### **Administration and organisation**

1. Assist with pupil first aid / welfare duties.
2. Prepare materials designed to meet the special needs of the pupil.
3. Be able to operate office equipment e.g. photocopier, laminator

### **General**

1. To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the postholder's supervisor from time to time, in consultation with the postholder.
2. The postholder's duties must at all times be carried out in compliance with the school's policies including the Equal Opportunities Policy.
3. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
4. Co-operate with the management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
5. Be an effective member of the school team, working co-operatively with other members of staff.

### **Training**

1. Attend any training sessions which will enhance the skills and improve the post holder's effectiveness.
2. Participate in a review of the post holder's achievements to date and possible future training and development needs.





**Support Assistant for SEND Children - Person Specification**

	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
<b>1. Knowledge and skills (including any relevant or required qualifications)</b>	<p>Good numeracy, literacy and ICT skills.</p> <p>Excellent communication skills.</p> <p>Ability to work with a pupil with significant and complex and special needs.</p> <p>Knowledge of autistic spectrum disorder (ASD) and speech, language and communication delays.</p> <p>The ability to implement strategies to support pupils with ASD, speech, language and communication delays to overcome the barriers to learning.</p> <p>Ability to work on a one to one with pupils, to develop social and communication skills.</p> <p>Ability to work with a small group of pupils with SEND needs.</p> <p>Ability to work as part of a team, understanding classroom roles and responsibilities and own position within these roles.</p> <p>Knowledge of relevant policies/codes of practice and awareness of relevant legislation e.g. SEND, child protection.</p>	<p>GCSEs in English and Mathematics (grade C or above) or equivalent.</p> <p>A good general understanding of the curriculum and other basic learning programmes/strategies.</p> <p>Knowledge of first aid – First Aid Certificate.</p> <p>Knowledge of Social Use of Language Programmes (SULP).</p> <p>Training/qualification in relation to ASD or similar.</p>	<p>Application Form</p> <p>Selection Process</p> <p>Interview</p> <p>References</p>
<b>2. Personal Development and Additional Learning</b>	<p>Proven commitment to own self development.</p> <p>Willing to participate in further training and development activities.</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>

	Essential	Desirable	How identified
<b>3. Experience</b>	<p>Previous experience of working with a pupil with ASD and speech, language and communication delays.</p> <p>Experience of working with young children and working collaboratively with others.</p> <p>Previous work in a school environment.</p> <p>Experience of working within a team.</p>		<p>Application Form</p> <p>Selection Process</p> <p>Interview</p> <p>References</p>
<b>4. Initiative</b>	<p>Able to receive instructions and guidance.</p> <p>Open-minded and flexible.</p> <p>Ability to work under pressure.</p>		<p>Application Form</p> <p>Selection Process</p> <p>References</p>
<b>5. Circumstances</b>	<p>Understands the importance of confidentiality and work in a discreet manner where appropriate.</p> <p>Positive attitude to working with children and adults (e.g. parents, carers).</p>		<p>Application form</p> <p>Interview</p> <p>References</p>



## **Application Guidance**

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

## **General Information**

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

## **The Application Form**

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.

## Sensory Circuit



## Values Assembly

## “My school” Life at Dean Field – Pupil Voice

“I like this school because of the staff. My teacher, for example, cares about our future.”

This school has great children and adults!”



“This school is the best because we get to go on fun trips and a residential in year 6!”



“We have lots of visitors in year 6, like Luke Ambler, the Police and Junior Wardens.” They teach us about what life will be like when we grow up.

“I think Dean Field is the best school because the teachers challenge us and make us think.”

“I like this school because I like to see people working together, playing together and being nice to each other.”



“Dean Field is the best because we have a big playground with lots of fun equipment.”

We asked our pupils: What qualities do you want your teaching assistant to have?

We want somebody who:

- Cares about us
- Pushes us to make progress
- Makes learning exciting
- Makes us smile
- Is firm but fair



## The Family of Learning Trust Vision

### *'Learning Without Limits'*

#### The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

#### Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Dean Field is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.

