



HABERDASHERS' ASKE'S  
**CRAYFORD**  
ACADEMY

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2017-18  
TRANSITION SUPPORT  
ASSISTANT  
RECRUITMENT  
PACKAGE

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AN ALL THROUGH  
3 - 18 ACADEMY

[www.haaf.org.uk](http://www.haaf.org.uk)



## From the Principal

Dear Candidate

Thank you for your interest in the post of Transition Support Assistant. This is an exciting opportunity for an outstanding LSA to join our friendly, hardworking, EYFS/KS1 team. You will have the opportunity to make a big impact with responsibility for supporting teachers in the teaching and welfare of children to ensure pupils make a successful transition between EYFS and KS1 through attaining their academic targets. The successful applicant will be working with two different Y1 classes providing opportunities for children to reach the expected standard in phonics, reading and maths.

Haberdashers' Aske's Crayford Academy is a large all-through school of over 1600 children that takes pride in getting to know pupils and parents; working in partnership to get the best possible academic results for children and providing an education for character that is synonymous with the Haberdashers' ethos. Our school opened in 2009, and our facilities for learning and recreation are first class, purpose built and safe. We provide targeted support and a broad education to enable each and every one of our students to reach their full potential and to grow into well-rounded members of our community. We Offer education across all key stages which has consistently been judged 'Good' by Ofsted, most recently in December 2014.

Facilities at the school are first class, from the building itself to the resources which support the delivery of a broad curriculum including an extremely popular and well maintained Learning Resource Centre. Our playing fields, gymnasium, drama theatre and ICT facilities all contribute to ensuring we deliver an education for character, a feature of all Haberdashers' schools that is part of our DNA. Haberdashers' Aske's Crayford Academy is 30 minutes from London Bridge by train and the school's proximity to the capital is a strong factor in enabling teachers to enhance the cultural experience for our pupils through enrichment activities.

The Federation currently comprises three all-through schools and one free primary school, which totals over 5,000 students and 600 staff. The scale of expertise and leadership across our Federation gives us enormous capacity. It is this capacity that has resulted in the success of the Federation, and it is this capacity that allows us to mount new ventures and allows our staff to take on new opportunities and rapid development trajectories.

Our school and our Federation is a uniquely exciting place to be and I hope that you decide to join us in our current phase of rapid development and growth.

Mr Richard Farrow  
Principal  
Haberdashers' Aske's Crayford Academy



# About the Federation

## A message from the Chief Executive

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A very warm welcome to Haberdashers' Aske's Federation. We are a Multi-Academy Trust of three secondary schools and five primary schools organised as three all-through 3-18 academies and a primary free school:

Haberdashers' Aske's Crayford Academy

Haberdashers' Aske's Knights Academy

Haberdashers' Aske's Hatcham College

Hatcham Temple Grove Free School

Our schools are in the London Boroughs of Lewisham and Bexley and educate over 5,000 children and young people in south-east London. All our schools have a single vision and ethos and are committed to valuing tradition, as well as progress, and promoting excellence in every area of school life, and to ensuring every student in our care fulfils their potential. We have a strong ethos based on mutual respect and responsible behaviour.

Our Principal Sponsors, the Worshipful Company of Haberdashers, take a keen interest in the welfare and progress of our students and are extremely generous with their support and expertise.

## Being part of a Multi Academy Trust

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Our Federation brings together primary and secondary schools in an innovative and ambitious way. United by a single Trust Board, Chief Executive, Finance Director and Director of Performance, our three all-through school clusters are autonomous schools with their own Principals and senior leadership teams.

At the same time, links develop at every level and in every area of school life. There are excellent opportunities for sharing resources, learning from each other and student and teacher exchange. The Federation is at the cutting edge of national educational initiatives, committed to research and development and to adopting creative solutions that will benefit all students.

All our students are inspired to reach their full potential, no matter their ability or background; aspirations and achievements are constantly raised; the improvement of standards reflects the needs of the local and wider communities, through the highest quality academic, personal and vocational teaching and guidance. We build on the strengths and experiences of our schools so that our students become independent learners, fully equipped for the opportunities, challenges and responsibilities of adult life in the 21st century and well prepared to be the leaders, professionals and parents of tomorrow.



## Our Vision

The Haberdashers' Aske's Federation is a Federation of three all-through academies, each at the heart of their community that share a vision for the education of children and young people. Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation within the context of our long tradition of providing excellent education. Based upon these values we aim to ensure all the children and young people who come to our schools:

- are happy and safe at school and are able to learn successfully within a supportive environment.
- are able to achieve their full potential personally, academically and socially.
- develop and grow as independent, resourceful and resilient individuals.
- are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults.

“We are forward-looking and value innovation within the context of our long tradition of providing excellent education.”

We will achieve these aims by providing a safe environment where all children and young people can succeed through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- High expectations of every member of our community.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge.



## Role Description

### Transition Support Assistant

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The Transition Support Assistant is responsible for supporting teachers in the teaching and welfare of children to ensure pupils make a successful transition between EYFS and KS1 through attaining their academic targets. With a specific target of improving the outcomes in reading and maths for all pupils. You will work between 2 different classes providing opportunities for children in Y1 to reach the expected standard in phonics, reading and maths.

We are looking to recruit:

- A highly motivated person to join our team of exceptional support staff
  - Someone who has had experience of using reading programmes to teach children to read
- An experienced colleague looking for a new challenge

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The successful candidate must:

- understand the key factors that affect children and young people's learning and progress
- have sufficient understanding of their area(s) of expertise, to support the development, learning and progress of pupils between EYFS and KS1
- have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
- know how to use ICT to support their professional activities
- know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- understand the objectives, content and intended outcomes for the learning activities in which they are involved
- know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.





# Key Responsibilities

## Key responsibilities

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Specific Duties to include:

### Support for pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning

### Support for the learning environment

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer and assess/mark tests and invigilate exams/tests

### Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use



## Key Responsibilities

### Key Responsibilities continued

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- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Please note

This job description reflects the core activities of the role and as the Federation and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt a flexible approach to work and be willing to participate in training.

If changes to the job become significant, the job description should be reviewed formally by the post-holder and line manager.

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### General Responsibilities

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- Promote the principle of equal opportunities in the school.
- Promote the single Federation ethos.
- Promote the school's commitment to the continued professional development of all staff.
- Undertake any duties as may reasonably be required by the Principal or CEO.
- Work within the school's framework with regard to Health and Safety.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- Report any safeguarding concerns in accordance with the Federation's safeguarding policies.

# Person Specification

Criteria	Essen- tial	Desir- able	How identified and assessed*
Education/qualification and training			
have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy	✓		AP,R, i
Teaching Assistant Qualification		✓	AP,R, i
Experience/Knowledge/Skills			
understand the key factors that affect children and young people's learning and progress	✓		AP,I, R
have sufficient understanding of their area(s) of expertise, to support the development, learning and progress of pupils between EYFS and KS1	✓		AP,I, R
Experience working in a school based environment		✓	AP,I, R
know how to use ICT to support their professional activities		✓	AP,R, i
know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	✓		AP,AS,I,R
know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation		✓	AP,R, i
know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.		✓	AP,R, i
understand the objectives, content and intended outcomes for the learning activities in which they are involved		✓	AP,AS,I,R
Personal characteristics/other requirements			
Able to remain calm in difficult situations	✓		AP,I,R
Able to work independently and prioritise tasks	✓		AP, AS, I, R
Strong organisational skills	✓		AP,I,R

\* AP: application, AS: assessment, I: interview, P: presentation; R: references





# Additional Recruitment Information

## Recruitment Schedule

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- Closing date: 6th February 2018, 12 Noon
- Interview date: 8th February 2018

## Recruitment Process

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Once you have submitted your application, it will be assessed against the criteria in the person specification. If you attain high scores you will then be invited to attend an interview assessment.

This may include:

- Psychometric assessment
- Biographical and competency based interview
- Classroom observation
- Visit around the school
- Case study
- Presentation
- Software tests

## References

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Before you are invited to interview, the Academy will obtain references from your referees. In order to prevent a delay please ensure that the reference section of the application form is accurate and completed in full.

## Right to work in the UK

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Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview you will be asked to produce original and up to date documentary evidence of your right to work in the UK.



# Additional Recruitment Information

## Data Protection

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Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form you are giving consent to the processing of your data.

## Criminal Convictions

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All education establishments in the UK are exempted from the Rehabilitation of Offenders Act 1974. In practice this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the Academy before employment can commence.

## Equality and Diversity

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We recognise the benefits of a diverse workforce such as ideas and talent. We are committed to eradicating discrimination in the workplace; and becoming an employer of choice.

## Newly Qualified Teachers (NQTs)

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NQT's who have been qualified for less than 12 months are welcome to apply for our teaching vacancies.

## Special requirements

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If you require reasonable adjustments prior to your interview, these can be arranged by emailing [crayfordhr@haaf.org.uk](mailto:crayfordhr@haaf.org.uk) and where practical we will support your request.

## Visiting the Academy

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If you are successfully shortlisted to attend an interview you will be given the opportunity to have a tour of the school.

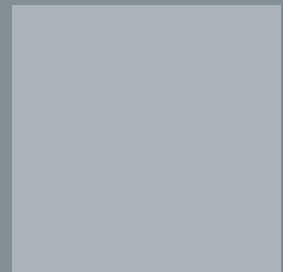
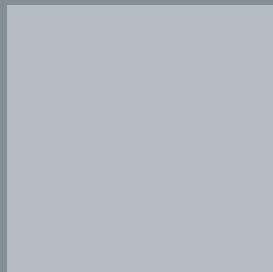


HABERDASHERS' ASKE'S

# CRAYFORD ACADEMY

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AN ALL THROUGH 3 - 18 ACADEMY



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