



TIDEMILL
ACADEMY

LEARNING SUPPORT ASSISTANT

Scale 3 (£22,800 to 23,211 pro-rata for term-time working and part-time)

Start Date

January 6th, 2020 or asap



Endeavour

Teaching School Alliance | Learning today, leading tomorrow

Tidemill Academy, 11 Giffin Street, Deptford, SE8 4RJ

Tel: 0208 692 3470

Website: www.tidemill.org

Twitter: @TidemillAcademy

Required January 6th, 2020 or asap

Learning Support Assistant

24 hours pw (Mon-Fri 8:45am start, Finish times: Mon 3:15pm, Tu & Th 12:15pm, Wed & Fr 3:30pm, 1 hour lunch break daily), plus one after school club (3:40-4:40pm) (ASC, TBC)

Term-time (39 weeks per year)

Grade: Scale 3 (SP5-SP6)

**Scale 3: £22,800 to £23,211 pro-rata for term-time working @ 85.32% and part-time
(Actual salary - £13,339.17 to £13,579.63)**

Tidemill Academy is a National Teaching School with an outstanding reputation for being creative, innovative and at the leading edge of educational reform. Situated next to the busy and diverse Deptford High Street, only 6 minutes from London Bridge by train, 11 minutes from Cannon Street and Waterloo and accessible by DLR, Tidemill is a haven where children from all backgrounds flourish. Our children not only achieve excellent results – they sleep over at the Science Museum, surf in Devon, compete at the London Youth Games, are djembe drummers, make their own branded chocolate, exhibit at art galleries, set up blogs and perform Shakespeare at the theatre! They do all this in an award winning building with exceptional facilities.

We are looking to appoint an exceptional and dedicated Learning Support Assistant to support a year 3 child diagnosed with DLD (developmental language disorder) associated with his autism diagnosis. We would love to hear from you if you are proactive, enthusiastic and have the passion and drive to make a real difference to a child's development and educational experience. Experience in special needs is preferred.

Visits to the school are warmly welcomed so you can meet the pupils and staff and see our fantastic facilities (see below). If you would like to visit the school, please email admin@tidemillacademy.org stating the position that you are interested in applying for and which visit you have chosen to attend.

The application pack is available for download from the Tidemill Academy website, the Lewisham council website or the Jobs Go Public website (www.jobsgopublic.com) or by email from the school admin@tidemillacademy.org. Alternatively, you may like to collect the pack when you come for your walk-round.

Key Dates:

Visits: Thursday, 5th December, 8:30am or 4pm

Closing Date

& Shortlisting: Monday 9th December @ 9am

Interviews: Tuesday 17th December

Completed applications should be returned to:

Lisa Turner, Office Manager

Tidemill Academy

11 Giffin Street

London

SE8 4RJ

Email applications to admin@tidemillacademy.org will be accepted as long as you follow this up with a signed copy in the post. We welcome applications regardless of age, gender, ethnicity or religion.

The successful candidate will have to meet the requirements of the person specification and will be subject to an advanced DBS check. Only applications submitted on the school's application form will be considered. We welcome applications regardless of age, gender, ethnicity or religion.

Tidemill Academy is committed to safeguarding and protecting the welfare of children and staff. The successful candidate will be subject to an enhanced DBS disclosure. We are an equal opportunities employer.

JOB DESCRIPTION - LEARNING SUPPORT ASSISTANT

Designation:	Learning Support Assistant
Reports to:	SENCo & class teacher
Location:	Tidemill Academy
Hours:	Mon-Fri 8:45am start, Finish times: Mon 3:15pm, Tu & Th 12:15pm, Wed & Fr 3:30pm, 1 hour lunch break daily. Additionally, you will run a 1 hour after school club one night per week for a group of pupils on one of the days you work until 3:30pm (TBC). This is claimed additionally.
Grade:	Scale 3: £22,800 £23,211 pro-rata for term-time working @ 85.32% & part-time (39 weeks/year)
Actual salary:	£13,339.17 to £13,579.63
Contract:	Temporary (until Education Health Care Plan pupil leaves Tidemill)

Main purpose of the job

The Learning Support Assistant will be a member of a multi-disciplinary team. Under the leadership and supervision of the SENCo and class teacher the Learning Support Assistant will provide one-to-one or small group support for pupil(s) to enable access to learning and to enhance the progress and well-being of the pupil(s). The Learning Support Assistant will be involved in the life of the classroom and expected to contribute to it.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

- Supervise and provide specific support for pupil(s), with special needs, ensuring their safety and access to learning activities
- Assist the SENCo and class teacher in the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupil(s) and interact with them according to individual needs
- Encourage pupil(s) to interact with others and engage in activities led by the teacher
- Promote the inclusion and acceptance of all pupils
- Provide pastoral care and support and encourage the pupil(s) to settle in, interact with others and engage in activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide intimate care, when necessary
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

SUPPORT FOR TEACHERS

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- Use strategies, in liaison with the teacher, to support the pupil(s) to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress, as directed, with particular regard to set targets
- Provide detailed and regular feedback to teachers on the pupil(s) achievement, progress, challenges etc.
- Contribute to termly and annual reviews regarding the pupil(s) progress, including attending meetings with parents, where appropriate
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Promote positive values, attitudes and 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 and supportive relationships with parents/carers and pupil(s)
- Administer routine tests and invigilate exams and undertake routine marking of the pupil(s) work
- Provide clerical/admin support eg. photocopying, typing, filing, as needed.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities and plans according to pupil responses
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher
- Use ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures of the school including safeguarding, behaviour, health & safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, as required
- Participate in training and other learning activities and performance development, as required
- Assist with the supervision of the pupil(s) out of lesson times, including before and after school and break times
- Accompany teaching staff and the pupil(s) on visits, trips and out of school activities and take responsibility for a small group under the supervision of the teacher
- Any other duties as directed by the line manager, in keeping with the nature and grade of the post.

The job is dependent upon the pupil(s) attending Tidemill and ceases if he/she leaves or if the EHCP (statement) funding ceases. Hours are dependent on the EHCP and will be reduced (with notice) if the EHCP funding is reduced.

SPECIAL CONDITIONS OF SERVICE

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment. Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance.

Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

PERSON SPECIFICATION - LEARNING SUPPORT ASSISTANT

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked 'S' will be used especially for the purposes of shortlisting.

CATEGORY	SHORTLISTING CRITERIA (Marked 'S')
Job related knowledge/aptitude/skills:	
Qualifications/Training	
English & Maths GCSE with very good numeracy/literacy skills	S
NVQ 3 in relevant area or equivalent qualifications or experience	Desirable
Evidence of further studies relevant to the post	Desirable
First aid training/training in specific medical procedures as appropriate <i>or</i> willingness to be trained	S
Experience	
Experience or interest in working with children of relevant age	S
Experience of working with children with statements or Education Health Care Plans for Special Educational Needs	Desirable
Experience in planning class activities, selecting or developing appropriate materials	Desirable
Knowledge & Skills	
Effective use of ICT to support own professional activities and to advance pupil learning	S
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation including safeguarding and health & safety	S
General understanding of national curriculum and other basic learning programmes	S
Ability to demonstrate an understanding of child development and learning	S
Ability to self-evaluate learning needs and actively seek learning opportunities	S
Work constructively and flexibly as part of a team, understanding classroom roles and responsibilities and your own position within these	S
Ability and commitment to implement the school's ethos, acting as a positive role model	S
Good interpersonal skills with children and adults. Demonstrate ability to communicate with pupils and raise their attainment in the classroom and playground	S
Ability to contribute to planning pupil activities and monitoring and recording their achievement, leading to progress	S
Ability to support children in making positive choices for behaviour and well-being	S
Personal Qualities	
Ability to act calmly and quickly under pressure or in an emergency	S
Demonstrate a positive attitude to learning and a commitment to professional development	S
Reliable, conscientious and proactive.	S
Physical and sensory ability to undertake the duties of the post with or without aids.	S
Equal Opportunities	
A commitment to implement the schools equal opportunity policy	S
Demonstrate a clear understanding of equal opportunities issues as they affect pupils and their families	S

This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed.

School Context

Tidemill Academy is an outstanding, two-form entry primary school situated next to the busy and diverse Deptford High Street. Our school is co-located with the golden Deptford Lounge building, which we moved into in January 2012 as part of a £29 million Giffin Street Regeneration programme. This development means that we have great sports facilities, professional stage lighting and state of the art technology, classrooms & learning environments. We are now a key feature of the Deptford landscape and are symbolic of the wider regeneration sweeping through the area. Deptford is well-located, only 6 minutes from London Bridge and 11 minutes from Cannon Street by train, as well as being accessible by DLR (walking distance from Deptford, Deptford Bridge and New Cross stations). Deptford is also served by many buses.



Our playground, our football pitch on the roof and our new learning pod

Deptford has a rich maritime history, is accessible to Greenwich on foot and is well located to explore the many educational attractions of London and beyond. At the heart of Deptford and almost on our doorstep is the colourful market, the food and fruit and vegetable stalls highlighting the diversity of the local community. Although the school's main catchment area is in a deprived area of Lewisham, it is increasingly becoming a cultural hub with many exciting and well-known community projects such as Deptford X. There is a thriving arts scene with the Laban Dance Centre, a number of local galleries, studio spaces and the Albany theatre just a stone's throw away from the school.

Tidemill has a truly rich and diverse community. Culturally, our pupils are 85% other than white British. The ethnic groups most represented at Tidemill are Other Black African (21%), White British (15%), Black or Black British Caribbean (9%), White European (9%), Chinese (7%) and Somali (6%). At the last count, our pupils speak over 50 different languages. At Tidemill we have high levels of pupils receiving the Pupil Premium (45% currently). We have a very successful track record of supporting these pupils, often at least doubling the progress percentages of all pupils nationally. Our 2018 results for Reading, Writing and Maths placed us in the top 3% of all schools nationally for progress.

Vision

Our vision for Tidemill is clear; we believe that our children must have the best possible education in order to improve their life chances. This vision is met through our aims which are to:

- Equip children with the skills and attitudes needed to succeed in the 21st century
- Have high expectations of every child and value them as individuals
- Utilise creativity to promote life-long learning
- Celebrate diversity, challenge prejudice and bullying
- Provide a safe and supportive environment which empowers children to achieve their best
- Have strong, meaningful links with parents, carers and the local and global community

To achieve our vision, our focus is on a determined and relentless effort to raise standards within the context of high quality educational provision. There is a strong 'can do' ethos and the energy and vision to make a genuine difference to the lives of those in our whole school community. There is a clear understanding that the highest standards for children will only be achieved through the use of a wide range of focused strategies impacting on children as well as their families. Education, in the formal sense, is at the heart of this, but the time pupils spend at Tidemill in and beyond the core school hours include a wide range of enrichment opportunities targeting both pupils and parents. All of this is set in the context of a school where visitors regularly remark on the quality of positive relationships between and among staff and pupils.

Staff Benefits

Our staff team are exceptional and we reward them with additional benefits over and above the National Pay and Conditions in recognition of their dedication and commitment:-

- Outstanding CPD and opportunities to write and lead teaching programmes
- Interest free loans for bicycle purchase
- Staff children listed in the admission criteria
- Childcare voucher scheme

Staff Team and Structures

Tidemill enjoys generous staff/pupil ratios with full-time teaching assistants or Higher Level Teaching Assistants in all classes, specialist music, PE and art teachers to cover PPA and additional teaching staff providing interventions. KS2 children are taught Spanish by a specialist. We also have a 'Place2Be' work within the school to provide a valuable therapy service to children and parents experiencing difficulties. Our Fun & Well-Being Leader organises our playground activities at break-times (sports, free play, quiet zone, Rainbow club) and our extensive range of after school clubs.



Our fabulous staff team – World Book Day (actually World Book Week at Tidemill)

Team working is a noticeable feature of our school culture. Each phase, EYFS, KS1 and lower and upper KS2 are led by leaders who shape and develop the curriculum for their phase and organise many aspects of the day-to-day running of the classes. They are also well-positioned to be involved in quality assurance of provision, in the implementation of school policy and contributing to the school vision.

Subject leaders are well supported by the Senior Leadership Team and are instrumental in innovation and ensuring best practice in their areas. The school is well resourced and all areas have a generous budget attached. Subject leaders play a key role in developing the practice of peers and actively contribute to the school's CPD programme.

Speech, Language and Communication Resource Base

Tidemill has a well-established Speech, Language and Communication resource base (S&LRB). Consisting of a specialised teaching team including speech and language therapists, this resource has a huge benefit for all of our children, as well as to children joining us as part of the base. Many unique features of the teaching styles and approaches have been assimilated into our mainstream teaching. Children who attend the base also have a mainstream class that they generally return to for one afternoon per week, with adult support, to access lessons taught by specialists including music and PE.



Summer Production

Curriculum

Creativity has always been at the heart of Tidemill's curriculum and our staff know that we get the best from our pupils when they have ownership and are totally engaged in their learning. We teach the exciting International Primary Curriculum (IPC). The IPC is a thematic approach with units as diverse as 'Saving the Rainforest', 'Young Entrepreneurs' and 'Chocolate'. It strives to develop pupil's empathy and an awareness of their place in the world. English and Maths follow the national curriculum but are integrated with foundation subjects, where possible.

Woven throughout our curriculum and explicitly taught are our agreed Tidemill Attitudes: curiosity; enthusiasm, creativity; respect; empathy; resilience; appreciation and honesty and our Tidemill Skills: communication, social, investigative, critical thinking and self-management skills. Pupils have a thorough understanding of these and they make a strong contribution to the excellent learning behaviours seen across the school. Alongside this, is our clear and effective Positive Behaviour policy which is operated consistently across the school. Children enjoy coming to school which is reflected in the high attendance levels which have been above national for at least ten years.



Key to strong performance

Parental support and involvement is a top priority and very important to our success. We have high expectations of parents and they come into school regularly to support their child. Parents enjoy the range of activities that we offer to enable them to enhance their children's education. This includes a range of very well-attended workshops such as Inspire Workshops, Reading and Phonics sessions, Stay and Play Mornings and specialist SEN Workshops. We also have a Family Liaison Officer who works with parents to provide support, as needed, and signposting to other services. To get a feel for the strength of parental support, please take a look at 'Parent View'.

Pupil Voice

Pupil voice and involvement is a significant aid to learning, through the formal structures of the School Council but also through the Pupil Advocates and in the quality of the pupils' responses to questionnaires and the enthusiasm they show about becoming involved in school improvement initiatives.

When we asked our children to tell us what they thought about their school, these are the words they came up with. Our children are amazing!



Endeavour Teaching School Alliance (National Teaching School)

Tidemill has a long history of sharing expertise and excellence and, in March 2013, Tidemill gained National Teaching School status. This has enabled us to continue our work supporting other schools and additional funding has meant that we have been able to expand into other areas, such as educational research. This ensures that Tidemill is at the cutting edge of teacher development and training.

The Endeavour Teaching School Alliance includes our strategic partners Robert Fitzroy Academy, Aerodrome Academy, REAch2 and the UCL Institute of Education. Together we work to develop schools in our network and beyond in the areas of:-

- School-led initial teacher training
- Continuing professional development and leadership development
- School to school support

Tidemill is formally linked with the UCL Institute of Education and supports trainee teachers gaining QTS through PGCE and Teach First training routes. We are in our third year of running a successful School Direct programme, with the majority of our trainees achieving 'outstanding'. We deliver professional development programmes for teachers including Towards Excellence 1 and 2, a NQT programme, Speech & Language programmes and one day specialist courses including Art. Many Tidemill staff completed facilitator and coaching training and contribute to leading our programmes.

We are proud of our home-grown talent and no less than 12 TAs have successfully trained as teachers in the past 5 years, some of whom have remained at Tidemill, through the GTP, Teach First and School Direct. Additionally, since 2012/13, Tidemill has been working closely with REAch2 to give high quality school-to-school support to schools in need. The impact of our work has been recognised in HMI inspections in under-performing schools – as well as improving education for pupils in these schools, our teachers have also gained professional development from this work. Several teachers have achieved Specialist Leader of Education status and lead on cross-borough support.

Academy Status

In September 2011, we became one of the first primary convertor Academies in London. We still have National Pay and Conditions, the same working hours and the same holidays and professional development days.....but we now have additional freedoms to ensure that the school is the best it possibly can be for our children and community. Whilst still continuing to work closely with our local schools, we joined REAch2 which is the largest primary only academy chain in the country. This has allowed us to develop positive networks with other schools and partners who support and challenge us. We work particularly closely with our South Central region made up of eleven schools. Tidemill still has our own individuality, allowing us to meet the needs of our children locally, as well as having the benefit of working with the wider Trust.

The Future

These are exciting times for Tidemill and we are looking for exceptional experienced teachers, as well as capable and enthusiastic teachers early in their career who can be developed and nurtured, to join our vibrant team.



Tidemill is a busy, innovative school which has always worked flexibly with positions and start dates to secure the right staff. Please feel free to speak with the Head if you would like to discuss your career aspirations, start date or just to get a feel for whether the school is the right place for you.

Sounds like the school for you? Come in to have a chat!

Staff Comments

Megan Carr, Class Teacher, Core Subject & LKS2 Phase Leader



My Tidemill journey began in 2012 as a teaching assistant in KS1. I had changed careers and immediately knew that Tidemill was for me. The staff were positive, friendly and extremely helpful. The children are hard-working and inspirational. I cannot say enough about them. After working as a teaching assistant for two years, I applied for School Direct Initial Teacher Training (ITT) so that I could remain at Tidemill and gain Qualified Teacher Status (QTS) to take the next step in my journey. Tidemill were supportive throughout the training process and I could not have hoped for a better experience. I achieved an 'outstanding' grade at the end of my School Direct year and moved to KS2 for my NQT year. In my second year of teaching, I took on a subject leadership role and am enjoying continuing to develop my role within the school. Tidemill is a great place to work with so many highly skilled and experienced staff members who go the extra mile for the children. I feel very lucky to be a part of such a motivated and inspirational team.

Kellie Sou, Deputy Headteacher



I joined Tidemill in 2013 as a class teacher. As soon as I joined, Tidemill provided me with many challenging and motivating opportunities for professional development. Within my first year, I completed the Outstanding Teacher programme (OTP) and was also involved in an overseas project. A year later, I became Lower KS2 phase leader and am now in my second year as a Deputy Head. Through such roles, I have been able to develop my skills as a mentor for newly qualified teachers, become a trained facilitator and have been involved in the writing and delivering of a teacher's programme. All of which have enabled me to develop both myself and others professionally. Tidemill is a unique and inspirational school! Not only does the school truly appreciate and invest in its staff for career development and leadership, its positive and supportive environment makes it a wonderful place to work. Staff are highly-skilled, motivated and truly have the children at the heart of everything that they do!

Laurence Hazel, Assistant Head & Writing Leader



I joined Tidemill as a class teacher and Writing Lead in 2017 and was immediately welcomed by a professional, creative and inspirational team of staff. As soon as I joined, senior leaders ensured that I was equipped with the support and guidance I needed to develop my role in the school. Within my first term, I was able to conduct a writing audit across the school, lead CPD training and visit a local secondary to share the outstanding writing practice at Tidemill. Through these opportunities, I have been able to develop my professional practice and leadership skills and have now been promoted to Assistant Head. In addition to this, I have been encouraged to pursue further CPD to ensure I am constantly developed as a leader. Tidemill is a supportive and positive school, where all staff are valued and encouraged to motivate one another and share best practice.

Syeda Rahman, Class Teacher & Music Leader



I joined the Tidemill team in September, 2017 as an experienced Reception class teacher. Tidemill Academy is well known for providing fantastic up to date CPD for all members of staff. Since starting here I have already taken part in some great CPD. This has given me the chance to reflect, review and also to set development goals of my own. I have been given the opportunity to take on the subject leadership role of Music which is wonderful because it is allowing me to work alongside many different and fantastic staff here. I feel very lucky to be part of such a hardworking, motivated and inspirational team and I look forward to continuing my journey here at Tidemill.

Helen Pettengell, SENCo



I came to Tidemill in 2014 and joined the Speech and Language Resource Base team. It was my first allocation as a specialist teacher after I achieved a Level 5 diploma in SpLD Dyslexia, which was funded through the National Scholarship Fund. Whilst on this programme, I developed my specialist knowledge and understanding for learners who have specific special educational needs and gained the skills required to deliver effective teaching to suit their learning styles. Working in Redwood (SLCN resource base) allowed me to teach some of the most dynamic, interesting and inspiring pupils; they ensured every day was fun, creative and full of magic memorable moments. This year, I have been given the opportunity to take the next step in my career –I have taken on the SENCo role with Tidemill funding my training. Working at Tidemill is unique for many reasons, but one great aspect is being able to share best practice with my colleagues and professionals from other schools.

Kerri-Anne Bannon, Assistant Head & MFL Leader



I joined Tidemill in 2014 as a class teacher and MFL lead and immediately felt part of the team. As part of my role as MFL lead, I have the pleasure of teaching all children throughout KS2 and get to plan really immersive experiences such as salsa dancing and Spanish days. Creativity is encouraged! Whilst at Tidemill I have felt invested in as a professional, receiving great CPD such as being part of the Outstanding Leaders Programme. I was promoted to Phase Leader in 2015 and since then I have also achieved Specialist Leader in Education status (SLE) with the support of the school. As well as this, I have begun to play a more active role in the Endeavour teaching school, designing and delivering MFL subject leader training days. All staff are extremely supportive and approachable which creates an extremely positive work environment. Currently I am studying a Masters in Education and feel lucky to work in an environment in which I am supported and encouraged to continue to develop myself both professionally and personally. I am really excited by my promotion to Assistant Head this year and am looking forward to supporting the Year 5/6 team.