



HABERDASHERS' ASKE'S
CRAYFORD
ACADEMY

2019-20
LEARNING SUPPORT
ASSISTANT
RECRUITMENT
PACKAGE





From the Principal

Dear Candidate

Thank you for your interest in the post of Modern Foreign Languages teacher. This is an exciting opportunity for an enthusiastic qualified teacher to embark on a new role at Crayford Academy, working with us to improve results and further increase the popularity of the subject. Currently pupils study either Spanish or French at key stage 3 with both languages becoming popular choices for GCSE and A-Level.

Haberdashers' Aske's Crayford Academy is a cluster of 3 schools serving over 1600 children. Of these, approximately 1100 are in the secondary phase. We take pride in getting to know students 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. 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 praised by Ofsted.

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 4 secondary schools and 5 primary schools, 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. We believe that our school and our Federation is a uniquely exciting place to be.

Yours sincerely,

Mrs S Evans
Interim Principal



About the Federation

A message from the Chief Executive

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

Haberdashers' Aske's Crayford Cluster

Haberdashers' Aske's Knights Cluster

Haberdashers' Aske's Hatcham Cluster

Haberdashers' Aske's Borough

Our schools are in the London Boroughs of Southwark, 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

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 Operations, our four school clusters comprise 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.

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Mr Adrian Percival, CEO



Our Vision

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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

Learning Support Assistant

Summary and overall purpose of the job:

To work as part of the Learning Support Team and deliver high quality support to SEN students in order for them to make good progress in school.

Working under the direction of the SENCO the LSA has the following responsibilities:

- Provide effective support for SEN students
- Deliver high quality support for SEN students in-class, under the direction of the class teacher, in order for students to make good progress in their learning.
- To Support School Policy

The role is term time only (44 weeks per year)

The role is Monday to Friday 8.30 - 16.00 (with a 30 minute lunch break)



Key Responsibilities

Key responsibilities

In relation to the support of SEN students

- To develop an understanding of the special educational needs of the student/s concerned.
- To take into account the student/s' special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- To build and maintain successful relationships with student, treat them consistently, with respect and consideration.
- To help promote independent learning.
- To help reinforce learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- To help keep the students on task and to build motivation.
- To model good practice.
- To help build the student/s' confidence and enhance self-esteem.

In relation to the Teacher

- To have formal and informal meetings with teachers to contribute to planning lessons / activities.
- To prepare materials and resources.
- To prepare students beforehand for a task.
- To work on differentiated activities with identified groups.
- To support the teacher in implementing specific teaching programmes.
- To carry out structured classroom assessment/ observation and feedback outcomes.
- To be involved in keeping records and evaluating identified students' progress.



Key Responsibilities

In relation to the School

- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- To identify personal training needs and to attend appropriate internal and external in-service training.
- To be able to work across a split site
- Any other tasks as directed by the Head teacher, Leadership team and SENCO which fall within the purview of the post.

General Responsibilities

- 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			
Is a well qualified graduate		✓	AP,R
Has a teaching assistant qualification		✓	
Experience/Knowledge/Skills			
Has the ability to break down information so it can be easily relayed	✓		AP, AS, I
Has the ability to relate and connect to children	✓		AP, I, R
Previous experience working with children	✓		AP,I, R
Previous experience working within a school environment		✓	AP,AS,I,R, P
Personal characteristics/other requirements			
Is patient and has the ability to relate to those who are struggling	✓		AP, I, R
Is a “can do” person who works positively and collaboratively	✓		AP, R, AS
Is a strong team player	✓		AP, I, R, P

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



Additional Recruitment Information

Recruitment Schedule

- Closing date: 1st April, 12 noon
- Interview date: To be confirmed.

Recruitment Process

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

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

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

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

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

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)

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

Special requirements

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

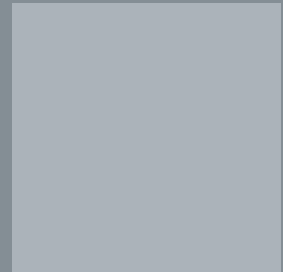
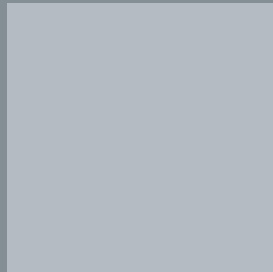
Visiting the Academy

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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