



Stamford Green

Primary School and Nursery



Inspiring



Happiness



Values



Achieving



Ambition



Learning



Togetherness

Working together to be the best we can

Pupil Support Assistant Support Staff Application Pack 2023 - 2024

Headteacher: Louise Druce
Chair of Governors: Rebecca Jennings



Stamford Green

Primary School and Nursery



Dear Applicant,

Come and join our team

Thank you for your interest in working at our school. Stamford Green is an outstanding three form entry primary school and nursery providing a friendly, dynamic and exciting place to learn and work.

We are looking for two professional, positive Pupil Support Assistants with a creative and resilient approach to work across the school and in our school's Sunset (after school club) for one session per week. Experience of working in an primary school setting would be an advantage. In return we can offer you a friendly, supportive environment with excellent facilities both in the classroom and outside. Applicants may be looking to gain experience before developing a future career in teaching and we could support you with this through our Schools based Initial Teacher Training programme in future years.

As a school we are committed to continuing professional development for all our staff both through mentoring, coaching and support and the provision of formal training. To support the well-being of our staff we provide a generous special leave policy and health cover for staff which provides a range of services including health screening, GP telephone and video consultations, physiotherapy, counselling and private medical operations for certain conditions.

The recruitment process will include a formal interview as well as a task with a small group of children. We encourage applicants to come and see our school and you are welcome to make an appointment to visit us, although this may not be possible during school holiday periods. Please contact Beth Saunt, School Operations Leader b.saunt@stamford-green.surrey.sch.uk or 01372 725383.

Stamford Green is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As part of our safer recruitment procedure, shortlisted candidates are required to bring to their interview documents to confirm identity, name, date of birth and address. On-line checks will be carried out prior to interview and to facilitate this, shortlisted candidates will be asked to provide details of their on-line presence. The successful candidate will be required to obtain an up to date DBS enhanced clearance.

I look forward to receiving your application.

Kind regards,

A handwritten signature in black ink that reads "Louise".

Louise Druce
Headteacher



Our School Motto

Working together to be the best we can

Our School Vision

To be a continually improving learning community for all, where children realise their potential.

This is brought to life through our seven commitments, to each child, during their journey with us:



Inspiring - We believe that the most effective learning comes from having hands on, enjoyable and memorable experiences that feed the imagination and fuel the desire to find out more.



Happiness - It is our wish that the children at Stamford Green feel cared for, so that a sense of fun and positivity leads to happiness in all we do. There are some things in life that we all just have to do, but it is the attitude with which these tasks are approached that matters.



Achieving - Knowing each child's strengths and areas of development allows us to assist every child in moving forward. Giving them individual support and strategies to succeed, aids their improvement and ensures progress.



Values - As a school, the pupils, parents, staff and governors worked together to decide on twenty two values that would become a part of school life. From assemblies and lessons to everyday actions and vocabulary, everyone uses our school values: *Manners, Sharing, Courage, Tolerance, Friendship, Respect, Effort, Forgiveness, Hope and Aspiration, Self-Belief, Responsibility, Reflection, Empathy, Honesty, Patience, Humility, Independence, Caring, Making Good Choices, Justice, Resilience.*



Ambition - We constantly aim to raise children's aspirations, helping them to become lifelong learners. We want to equip them to succeed in the 21st Century, as we are not just educating the children of today but the citizens of the future.



Learning - It is our goal to give all children the chance to shine. Children are given wide ranging experiences and opportunities, not only in the classroom but beyond, to express themselves within a supportive and challenging learning environment. Individual abilities and talents are recognised, fostered and developed and this contributes to the continued success of our pupils.



Togetherness - We believe that excellence comes from creating an open and nurturing environment where evaluation from children, parents, staff and governors leads to improvement. We recognise that relationships matter and are central to success. Whether you are in the classroom, working with other people for the good of the school or helping our community, we want everyone to feel safe, secure and above all else happy, as together everyone achieves more.



Application Information Temporary Pupil Support Assistants (roles linked to EHCP funding)

To start as soon as possible

39 weeks per year (term time only plus INSET days)

Post	Total Weekly Hours	Daily Hours					Pro-Rata Salary
		Monday	Tuesday	Wednesday	Thursday	Friday	
2	28.67	8.20 – 3.20	8.20 – 6.00	-	8.20 – 3.20	8.20 – 3.20	£16,152
3	35.17	8.20 – 3.20	8.20 – 3.20	8.20 – 6.00	8.20 – 3.20	8.20 – 3.20	£19,814

Salary and benefits

The salary will be within Surrey grade PS3, currently £23,576 full time equivalent. For pro-rata salary, see above. The posts are temporary and linked to additional funding for pupils with an EHCP. Should the level of EHCP funding fall, the contracts will end, however, we currently anticipate that the contract will be for at least one year and possibly longer.

The successful applicants will be eligible for the school's healthcare plans include a cashback plan for a range of services including dental, optician, podiatry and physiotherapy as well as health screening, GP telephone and video consultations, counselling and private medical operations for certain conditions including health screening, GP telephone and video consultations, physiotherapy, counselling and private medical operations for certain conditions.

Recruitment Process

Completed applications forms must be returned by 9.00am on Wednesday 4 September 2024 to Louise Druce, Headteacher, Stamford Green Primary School, Christ Church Mount, Epsom, Surrey, KT19 8LU or by email to b.saunt@stamford-green.surrey.sch.uk. Please note that due to the school holiday, we may be unable to respond to enquiries until the school office re-opens on Monday 2 September 2024.

We will contact you by email or telephone on Friday 6 September if you are being invited for interview. If you do not hear from us please assume that your application has not been successful. Interviews will be held on Wednesday 11 September 2024.

Applications must be on the application form, curriculum vitae will not be accepted. Please also provide a supporting statement showing how you meet the person specification on no more than 2 sides of A4 paper at no less than font size 11. In your supporting statement, please tell us why you would like to work at Stamford Green, what relevant experience you have and how you can contribute to our vision and motto. Please illustrate your points with specific examples of your experience.

Other Information:

- Stamford Green is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- The appointment will be subject to a satisfactory medical screening, DBS enhanced clearance and evidence of relevant qualifications.
- As part of our safer recruitment procedure, on-line checks will be carried out prior to interview and to facilitate this, shortlisted candidates will be asked to provide details of their on-line presence.
- As part of our safer recruitment procedure, shortlisted candidates are required to bring to interview original documents to confirm their identity, right to work in the UK (ideally passport) and evidence of qualifications.
- References will be taken up prior to interview unless you have expressly asked us not to do so in a covering letter.



Job Description

Pupil Support Assistant

PS3

This opportunity directly relates to the number of children at Stamford Green with Education Healthcare Plans and is dependent on funding remaining in place.

Job Purpose:

- Under the overall direction and control of the Headteacher, to support teachers with their responsibility for the development and education of individual pupils and groups of children across the school.
- When required, to provide support for identified individual pupils, in order to accelerate progress to the level that is expected at Stamford Green.
- Adhere to Stamford Green Primary School and Nursery policies to meet the care and needs of individual children.
- To provide supervision for pupils at every break and lunchtime, ensuring that children are happy, actively engaged and safe.
- As part of a team and support staff, to actively support and pursue the motto of the school – 'Working together to be the best we can'.

Accountability to: Deputy Head (Inclusion) – Kathryn Dray

Key Accountability – Curriculum Support

- To accelerate progress of pupils in classrooms and group working spaces.
- To plan and deliver interventions for groups or individual children to contribute to accelerating progress, as directed by the Inclusion Leader or Class Teacher.
- To adapt teaching materials to suit the particular requirements of groups of pupils and individual pupils.
- To assist teaching staff in the preparation and adaption of teaching materials as necessary.
- Accompany pupils on school visits and support the teacher(s) in planning for the difficulties encountered by pupils in unfamiliar surroundings. The timings of such visits may overrun the school day.
- Help to organise and maintain the school as a learning environment e.g. displays, resource storage.
- To be aware of and contribute to the school's priority targets in the School Raising Achievement Plan.
- Monitor progress of the children worked with, following the school's Assessment Policy and contribute to future planning.
- Report back to the teacher, and Inclusion Leader, when required on the assessment of pupil learning.
- When required, to play an active role in parts of a lesson, e.g. supporting good behaviours through the use of non-verbal communication, modelling answers and expectations.
- Assist in administering tests when required.
- Reinforce learning objectives in group activities or when working with an individual pupil.

Key Accountability – Break/Lunchtime Support

- To supervise children either inside or outside the school building to ensure that they are safe and happy at all times at break and lunchtime on a daily basis.
- Ensure all staff are aware of and implementing the play ethos of the school and practice 'relaxed vigilance'.
- To implement the play ethos of the school and practice 'relaxed vigilance'.

- To be positioned on a duty as deemed necessary by either a member of the Leadership & Management Team.
- Arrive for every duty promptly, ensuring that the children are supervised at all times.
- Praise and reward good behaviour through the school's recognition schemes.
- Use restorative approach when dealing with behaviour choices in accordance to the school's behaviour policy.
- Positively encourage children to eat an adequate amount of food at lunchtime and that if there are any concerns about the amount that a child is eating, these concerns are passed onto the class teacher.
- To have high expectations for the children's manners in the lunch hall. These expectations are communicated in a positive manner, demonstrating the school's values at all times.
- Attending to minor injuries e.g. small cuts and bruises.

Key Accountability – Pupil Support

- Support pupils in gaining self-confidence and independence through encouragement and reassurance.
- When required, attend to the personal requirements and physical care required for an individual pupil to be successful in mainstream education. For example, assisting with mobility around different areas of the school site as necessary.
- While encouraging self-help, and independent learning, make sure that the pupil has access to required equipment and materials.
- Attend to a pupil's personal requirements during school visits and be aware of difficulties encountered in unfamiliar surroundings.
- Foster positive learning attitudes and demonstrate the school's values at all times.
- Supporting a pupil in managing their behaviour through a range of strategies.
- Contribute to the assessment and record keeping for individual pupils. For example the assessment of current work and behaviours, Education Health Care Plans and Individual Support Plans.
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Key Accountability – Support for children with an EHCP

- To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To support pupils in building independence.
- To support children with medical needs.
- To follow advice from occupational therapy and physiotherapy services.
- To physically support pupils with therapy programmes.
- In collaboration with the class teacher, to adapt the physical learning environment to meet the individual needs of the pupil.
- Attend to a pupil's personal requirements during school visits and be aware of difficulties encountered in unfamiliar surroundings.

Key Accountability – General

- To comply with all aspects of the school's safeguarding procedures.
- Participate in staff development activities on required INSET days.
- Contribute to any multi-disciplinary discussion of the pupil's needs/progress, as required.
- Maintain confidentiality both inside and outside the workplace.
- Understand and implement school policies consistently.
- Be adaptable and responsive to emerging changes within the role e.g. through Government or school based developments.
- To be a pro-active member of the school team.
- To participate positively and professionally in effective relationships with team members.
- Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff.

- Attend weekly Teaching Assistant and Diary meetings and stay up to date with all communication through checking the staff noticeboards and emails on a daily basis.
- Participation in wider school community events outside of core hours may be occasionally required.
- Other duties may be called upon at the discretion of the Headteacher, that are commensurate with the grading and designation of the post.
- Take an active role in training opportunities.

Scope for Impact

The post holder will have the opportunity to play a significant role in contributing to the progress of the children they work with.

These tasks serve to indicate the range of duties and responsibilities involved. It is not exhaustive and it is not intended that every Pupil Support Assistant will undertake the full range of tasks all the time.

The post holder will have an annual appraisal meeting with a senior member of staff and is entitled to continuing professional development.



Stamford Green Primary School

Person Specification

Pupil Support Assistant

E = Essential

D = Desirable

Qualifications	
Good standard of general education.	E
Minimum grade C English & Maths GCSE or equivalent.	E
Level 3 NVQ for Teaching Assistants or equivalent	D
Evidence of Continuing Professional Development	D
Desire to gain experience with a view to teacher training in future	D
Pediatric First Aid Certificate	D
Knowledge	
Ability to adapt materials and the environment to meet individual pupils' needs	D
Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.	D
Understanding of relevant national regulations and guidance.	D
Teamworking Skills	
Ability to plan collectively.	E
Ability to contribute to the raising of achievements and care of pupils through supporting the class teachers.	E
Experience	
Experience of working with children aged 4 - 11 years.	D
Experience of working with children with SEND.	D
Experience of working with children to achieve accelerated progress.	D
Experience of working within a team.	D
Experience and understanding of multi-agency and partnership working.	D
Skills, abilities and personal qualities	
Ability to provide and facilitate inclusive, safe and creative play.	E
Ability to communicate well with a wide range of groups and individuals.	E
Excellent teamworking skills.	E
Use common sense.	E
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	E
Willingness to support pupils with personal care.	E
Enthusiasm and an energetic approach to supporting young children.	E
Confidence to work with external support services and to implement advice.	E
Initiative to pre-empt challenging situations and to identify patterns of triggers.	E
Ability to maintain clear and concise records to provide effective feedback to a range of stakeholders.	E
Professional, welcoming manner and an obvious sense of pride in your work.	E
Caring and sympathetic attitude to children and ability to empathise with their concerns.	E
Be a part of our 'can do' culture and demonstrate that you can go 'above and beyond'.	E
Believe and contribute to our school motto 'working together to be the best we can'	E
Willingness to undertake further professional development	E
Ability and skills to manage change and adapt in a changing role	E
A passion for the job and enthusiasm to fully participate in whole school life	E
Ability to be supportive of colleagues	E