



Assistant SENCo/HLTA APPLICATION PACK

Full-time position – 37 hours/week

Mon-Thurs 8:30-4:30 Fri 8:30-4:00

Term Time only

Grade 8 -

Actual Salary £25,566-£29,370

Welcome to Hednesford Valley High School

Dear Applicant,

Thank you for your interest in the position of Assistant SENCO/HLTA at Hednesford Valley High School. I am delighted that you are considering applying for a position at our school.

An exciting new opportunity has arisen at Hednesford Valley High School to appoint an Assistant SENCO/HLTA, to work alongside the SENCO and join our Pastoral Team to further drive SEN outcomes and experiences. This role would suit someone with strong SEN knowledge and commitment to seeking a new challenge.

To support the ethos of the school, applicants should be student-centred and have a high level of emotional intelligence to ensure students and staff are supported and nurtured. This ethos is embodied in our school values – *Teamwork, Respect, Independence, Confidence, Kindness and in our mission statement, “Ready to Learn”, “Ready for Life”*.

Hednesford Valley High School is a proud member of Staffordshire local authority. Set in the backdrop of Cannock Chase, an area of outstanding national beauty, we are a maintained secondary generic special needs school supporting 194 students from years 7-14 with a wide range of additional needs. We offer a rich and stimulating education comprised of a knowledge-rich curriculum, diverse cultural and extracurricular opportunities, and a strong pastoral support system. All children and young people are welcomed in our inclusive community, and all are challenged to be the best they can be. We are based over two sites. Students in years 7-11 are educated at our main site on Stanley Road and our Sixth Form is based at our Sixth Form Centre at Cannock Chase High School, approximately one mile from our main site.

Our successful applicant will join our friendly and supportive Pastoral Team, which consists of, SENCO, Pastoral Manager, Inclusion Manager, Student Behaviour Support, 3 x Inclusion Assistants and Attendance Officer.

Further information is available on our website [Hednesford Valley High School - Home \(hvh.staffs.sch.uk\)](http://hvh.staffs.sch.uk)

Hednesford Valley High School is passionate about diversity and inclusivity and welcomes applications from applicants with skills and experiences to fulfil the requirements of the job description and whose values and qualities reflect those in the person specification.

If you have the skills, experience and attributes we are looking for, we encourage you to apply and very much look forward to meeting you.

Visits to the school are warmly welcomed. If you would like to arrange a visit or to discuss the role in more detail, please do not hesitate to contact Louise Fox via email at l.fox@hvh.staffs.sch.uk

Yours sincerely



Stephen Stokes
Headteacher
Hednesford Valley High School

ASSISTANT SENCO-HLTA JOB DESCRIPTION

PURPOSE OF ROLE

To support either an individually named student who has a statement of Special Educational Need or teaching and learning within the classroom. To contribute to the ethos of the school through the stated aims, objectives and policies. To work with Information Technology and associated system. To be responsible for Year 6 – 7 transition and COGS.

SUPPORT TO STUDENTS

- To work in accordance with the College Statement.
- To be responsible to the SENCo.
- To support the Student Guidance structure of the school – this may involve supporting form groups or individuals
- To share responsibilities within the Inclusive Learning Curriculum Area as outlined in the Code of Practice.
- To manage transition arrangements from KS2 to KS3
- To organise all induction visits for identified students.
- To monitor students in Year 7 after transition.
- To review and construct IEPs for these students.
- To manage and co-ordinate the annual review process for students in Year 7.
- To assist with staff deployment for student support.
- To assist with the orientation programme for students on transition from KS3 to KS4 and KS4 to KS5.
- To organise the Inclusion area preparation for the New Intake Parents' Evening.
- To co-ordinate and liaise with external agencies, e.g. Autism Outreach, Hearing Impaired, Ed Psych, etc.
- To work as a team member in the Inclusive Learning Curriculum Area, fulfilling the following:
 - Maintaining records of student progress.
 - Participating and preparing for Curriculum Area Review Meetings.
 - Attending case conferences and reviews where necessary during normal working hours.
 - Completing statementing information on students, where required.
- To work collaboratively and co-operatively with the subject teacher in the planning and assessment of students' progress:
 - in keeping records of work undertaken with the student;
 - in referring to the Director of the Inclusive Learning students in lessons who are a cause of concern with respect to social and academic progress;
 - to help design, prepare and implement individual programmes of work to develop reading, spelling, writing and number skills;
 - in supporting the general welfare and safety of the student;
 - in carrying out small group activities and practical work, including the student as required by the teacher;
 - in enhancing student esteem.
- To undertake training as appropriate.
- To liaise with and co-ordinate the contribution of external agencies.
- To assist in the training of new Teaching Assistants.
- To have a flexibility of approach with regards to the nature of student support.
- To support the SENCo and other members of the Curriculum Area in the development of Homework and Key Clubs, pre and post-college and at lunchtime.

ASSISTANT SENCO-HLTA JOB DESCRIPTION

IN ADDITION TO THE GENERIC ROLE OF A TEACHING ASSISTANT

- To lead the Transition Programme for SEN/vulnerable children in the primary partnership developing and reviewing strategies and content.
- To ensure continuation of transition into Key Stage 3.
- To liaise with primary partner SENCOs and class teachers during transition period.
- To implement and review COGs and communication groups in Key Stage 3.
- To attend Prospective Parents' Evenings and New Intake Parents' Evenings to advise parents of SEN/vulnerable children.
- To attend Year 5/6 Annual Reviews and Transition Reviews representing the school.
- To liaise with external agencies when necessary.
- To write reports for external agencies.
- To act in an advisory capacity to staff regarding categories of SEN.
- To differentiate work for SEN/vulnerable students.
- To plan and deliver lessons for small groups.
- To deliver planned lessons to whole groups.
- To keep a diary of all supported students on SEN register.
- To train Teaching Assistants when necessary.
- To act as a mentor for specific students.

SUPPORT TO SCHOOL (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

No job description can be entirely comprehensive, and roles develop organically over time. The post holder will be expected to support with any other duties appropriate to the role, as and when this is required

ASSISTANT SENCO-HLTA JOB DESCRIPTION

Safeguarding

School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible for or comes into contact with.

Health & Safety

The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health & Safety policies.

Policies & Procedures

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Other Conditions

Equal Opportunities

School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.

Variation to Job Descriptions

Due to the changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post-holder and the relevant trade union before submitting for re-evaluation

PERSON SPECIFICATION

ESSENTIAL CRITERIA

MEASURED BY

EXPERIENCE

- Three years experience of working to support children's learning, gained in a relevant environment.
- Experience of working with pupils with additional needs.
- Experience of assessment procedures and processes.

AF/I

QUALIFICATIONS /TRAINING

- Training in the relevant strategies.
- Meet HLTA standards, or equivalent qualification and experience
- Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.
- NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification).

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KNOWLEDGE/ SKILLS

- Excellent numeracy and literacy skills.
- Understanding of relevant legislation as it affects children and the education sector.
- Ability to manage own workload and work on own initiative.
- Ability to work constructively as part of a team. •
- Excellent interpersonal skills.
- Good ICT and record keeping, recording and reporting skills.
- Ability to communicate effectively both orally and in writing.
- Good organising, planning and prioritising skills. •
- Methodical with a good attention to detail.
- Full working knowledge of relevant policies/codes of practice including school performance management policies.
- A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.
- In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.
- Understanding of principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work.
- Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff.
- Effective use of ICT to support learning.
- Use of other equipment technology – video, photocopier.
- Well-developed interpersonal skills to be able to relate well to a wide range of people.
- Excellent communication skills.

AF/I

PERSON SPECIFICATION		
	ESSENTIAL CRITERIA	MEASURED BY
BEHAVIOURAL ATTRIBUTES	<ul style="list-style-type: none"> • Builds personal relationships with stakeholders, through regular contact and consultation • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict • Requires minimum supervision • Takes responsibility for own and team actions • Identifies and overcomes barriers and manage risks • Takes quick and effective action • Demonstrates focused implementation of role and responsibilities • Builds strong team ethos where everyone feels valued • Provides timely, sensitive and honest feedback on performance • Is accountable for own development and encourages the ownership of development needs amongst team members. 	AF/I

AF = APPLICATION FORM

I = INTERVIEW

Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline***

WHAT CAN WE OFFER YOU:

Hednesford Valley High School recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:

- Excellent working environment.
- A supportive ethos and concern for the well-being of all colleagues
- Continued professional development opportunities.
- Generous local government pension scheme.

Access to comprehensive and flexible Employee Assistant Programmes which include:

- Cycle to Work Schemes
- Online gym classes
- Health and wellbeing support and advice e.g., Men's Health, Wellbeing Action Plans, Better Sleep, Relaxation and Meditation, Understanding Menopause.
- Financial advice services
- Think Well, fast track counselling service.
- Physiotherapy
- Eye-sight testing
- Retail discounts in supermarkets, high street shops, restaurants and days out.
- Free car parking
- Free staff tea and coffee

APPLICATION PROCESS

Applying for the role

Application is by completion of the Application form which is available on the school website: www.hvh.staffs.sch.uk/vacancies please note that CVs are not accepted.

The application form should be accompanied by a personal statement of suitability of no more than two sides of A4. The application form and personal statement, should demonstrate how you meet the requirements set out in the person specification. Please ensure specific examples are included. Please email your application form and letter to Louise Fox l.fox@hvh.staffs.sch.uk

For shortlisted candidates, references will be sought ahead of the interview process. Please provide details of two people who can provide you with a professional reference, one must be from your current employer. Email addresses must be professional emails and not personal emails. If you work in a school the reference must be from your Headteacher. Please also advise them that you have given their name and that they may be approached to provide a timely reference. Shortlisted candidates may be subject to online social media checks

Interview Process

The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role. One of our interview panel members is trained in Safer Recruitment, ensuring a safe and secure recruitment process for all candidates.

Notification & Feedback

Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.

Unsuccessful candidates will be given the opportunity to receive professional feedback.

Additional Information

Hednesford Valley High School is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the school expects all members of staff and volunteers to share in this commitment. An 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check is required for this role.

We reserve the right to close this vacancy early if we receive sufficient applications for the role.

Vacancy Closing Date: 10:00 am on Friday 26th April 2024

Applications received after this date will not be considered.

Interviews: Interviews will take place week commencing Tuesday 7th May – Date to be confirmed.

Start Date: As soon as possible.

If you do not hear from us by Tuesday 7th May 2024 your application has been unsuccessful, and no further correspondence will be issued. Candidates who are shortlisted will be informed by telephone/email.

Selected candidates must be available to attend interview on the dates shown below. Further details of the interview process and arrangements will be provided to those shortlisted.

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