



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

CLASSROOM SUPPORT ASSISTANT



LEARN THINK CONTRIBUTE CARE



WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Headteacher

CLASSROOM SUPPORT ASSISTANT

Role Overview

DIRECTLY RESPONSIBLE TO:
SENDCO

COMMENCING:
As soon as possible

CLOSING DATE:
Wednesday 28th February
2024

Interviews take place
Friday 1st March 2024

We are recruiting a number of Classroom Support Assistants at Rainhill high School. As a Classroom Support Assistant, you will have a crucial role as part of a team who make our school a safe and happy place for every single one of our students.

Embracing our school values of 'Learn, Think, Contribute, Care', you will inspire our young people to enjoy and achieve; to reach heights that they never thought possible. Our brand new, purpose built SEND base is equipped to support you and our students every step of the way. Furthermore, you will be part of a dynamic team who benefit from excellent CPD opportunities and who seek to work collaboratively to provide the best provision to students and staff alike.

You will need to have excellent interpersonal skills and a commitment to young people. It is not essential to have worked in a school setting, however previous experience of working with children and young people is, as is a desire to want to make a difference.

If you want to play a valuable part in shaping the lives of young people and are interested in a career where no two days are the same and have the skills and dedication to meet our standards, Rainhill High is the school for you.

We are proud of what we do and would welcome you to visit prior to applying.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



RAINHILL
HIGH SCHOOL

| | |
|-------------------------------|--|
| <u>Post :</u> | Classroom Support Assistant |
| <u>Grade :</u> | NJC SCP 5-6 £15,228 - £15,691 actual pa |
| <u>Contract :</u> | 28 hours per week Monday – Friday Term Time Only + 5 Inset days Temporary rolling contract subject to annual SEN intervention strategy |
| <u>Responsible To:</u> | SENDCO |

Purpose of the post :

Under the teachers clear guidance, in respect of their work with individuals or small groups, to support the education, personal and social development of pupils in the class including those with special educational needs and/or bilingual needs and to establish positive relationships with the pupils and assist them in completing structured learning activities. The role would be to ensure pupils remain on task and report progress to the teacher.

In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post

Specific Responsibilities

Support for Pupils

1. Under the clear guidance of the class teacher to assist in the implementation of structured learning activities and to assist individual/group of pupils to complete tasks.
2. To undertake activities to assist in monitoring the personal social and emotional needs of pupils.
3. To develop positive relationships with pupils to assist pupil progress and attainment.
4. To assist in the devising of pupil's individual targets and their monitoring and review.
5. Support a particular pupil as part of a planned inclusion programme.
6. To assist in the development of varying skills that support learning.
7. Promote self-esteem, independence and resilience for learning.
8. Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
9. Provide welfare support in line with the School's behavioural/safeguarding and SEN Policies

Support for the Teacher

1. To assist the class teacher to engage pupils through a creative and innovative curriculum.
2. Able to deliver interventions to meet the specific needs of individual children and small groups.
3. To assist in the monitoring/recording of pupil progress and developmental needs.
4. Support the delivery of differentiated learning styles, by the class teacher' for pupils in the class.
5. To assist in the production of learning resources.
6. To undertake routine classroom administrative tasks including the maintenance of records.
7. To assist in pupil supervision and assist in the management of pupil behaviour.
8. To provide information to the class teacher to assist in the planning of work programmes.
9. To liaise with the school's nominated person in respect of pupil absence.
10. Administer routine tests, assist in the invigilation of exams and undertake routine marking of pupils work under the direction of a classroom teacher.

Support for the School

1. To assist in providing an atmosphere in which effective learning can take place.
2. To support the promotion of positive relationships with parents, carers and outside agencies and to work within school policies and procedures
3. To take care for their own and other people's health and safety.
4. To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
5. Be aware of, and support, difference and ensure all pupils have equal access to opportunities to learn and develop.

6. To assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours.
7. Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Support for the Curriculum

1. Undertake structured and agreed learning activities/learning programmes, taking into consideration pupil learning styles.
2. Undertake literacy/numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.

Additional Duties

To be willing to be trained as, and to be one of the school's many First Aid Officers Any other duties deemed reasonable, as directed by the Headteacher.

Review of Performance

Performance Management reviews will focus on the post holder's responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Generic Responsibilities of all Rainhill Staff

- To work consistently to uphold School's aims.
- To work in a co-operative and polite manner with all stakeholders.
- To work with Students in a courteous, positive, caring and responsible manner at all times.
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- To uphold all school policy and procedure towards safeguarding and promoting the welfare of children and young people.
- To work with visitors to the School in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the School's service.
- To present oneself in a professional way that is consistent with the values and expectations to the school. The appearance of all staff should at all times be supportive of school policies for the students; e.g. professional, and appropriate appearance at all times including when out of school, eg trips, CPD etc.

PERSON SPECIFICATION



| Criteria | E/D | A/I |
|--|-----|-----|
| <u>Knowledge and Experience</u> | | |
| Experience of working with young people of all ages | E | A/I |
| Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard | E | A/I |
| Commitment to safeguarding and protecting the welfare of children and young people | E | A/I |
| Experience of working in a school or other learning environment | D | A/I |
| Experience of Administrative work | D | A/I |
| Experience of supporting pupils with challenging behaviour | D | A/I |
| Experience of working with confidential information | D | A/I |
| Awareness of current issues in the Education sector | D | A/I |
| <u>Qualifications and Training</u> | | |
| Good standard of education- Minimum of GCSE or equivalent grade C in English and Maths | E | A |
| NVQ level 2 or above qualification –appropriate to the post (or equivalent) | E | A |
| Commitment to undertake in –service development | E | I |
| Good numeracy and literacy skills | E | A/I |
| Willingness to undertake first aid training | D | I |
| <u>Skills and Abilities</u> | | |
| Ability to supervise and assist pupils | E | A/I |
| Good communication skills at all levels | E | A/I |
| Excellent time management, planning and organisational skills | E | A/I |
| Ability to work independently to organise own workload | E | A/I |
| Ability to make effective use of ICT systems | E | A/I |
| Good team player | E | A/I |
| Flexible approach | E | A/I |
| Good Behaviour Management | D | A/I |
| <u>Commitment to Equal Opportunities</u> | | |
| Ability to understand and demonstrate commitment to equality and diversity in the workplace | E | A/I |

E = Essential requirement of the role A = Assessed via the application form D = Desirable requirement of the role I = Assessed at Interview

The SEND Department

Welcome to Rainhill High School SEND Department. We are a dedicated, nurturing and supportive team. Our goal is to ensure that every child with SEND has their individual learning needs met. We work in collaboration with teachers, senior leaders and governors to deliver and develop their understanding of how to meet our students' needs. We pride ourselves on being a department that goes 'above and beyond' for our students to make certain that their holistic needs are met in all aspects of school life.

In September 2022 we moved into our new SEND Hub. This large dedicated SEND building houses a number of rooms for different purposes such as interventions, a sensory room, a counselling space, a quiet zone, a private study area. Plans are also underway for the creation of an outdoor learning area. We also offer training in the Hub for both classroom support assistants (CSAs) and teachers.

Our SEND Department is a place of CALM:

- C: Caring to all students and members of our team
- A: Attentive to students needs
- L : Leaders: staff in our team are positive role models for our students
- M: Motivating our students to achieve to their full potential in school

SEND Department Staff List

Heather Rothwell - SENDCO
Beth Thornley – Assistant SENDCO
Natalie Barton – HLTA
Patricia Murphy – HLTA
Rachael Leyland – SEND Admin Assistant

Classroom Support Assistants

Damian Hatton
Keith Morris
Susan Rotheram
Cheryl Keeley
Kayleigh Saunders
Linda Mokko
Melanie Singleton
Slavena Nikolova
Paul Robson
Julie Rooney
Mirela Memete
Annie Slater
Ruth Edwards
Heather Briscoe
Natalie Owen
Jennifer Chilton

Interventions

Zones of Regulation
Therapeutic Lego
Team of Life – Resilience

Maths Recovery
Sounds-Write Phonics
Sensory
Social Communication Skills
Wellbeing
Art Club
BSL Signing
Homework Club
Touch-Typing
Study skills
Specialist Dyslexia Teaching

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for [Non-Teaching Application Form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider' in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

RAINHILL HIGH SCHOOL
www.rainhillhighschool.org.uk

RainhillSixth
www.rainhillsixth.org.uk

FOWLER ACADEMY
www.fowleracademy9.com

IN PURSUIT OF EXCELLENCE LEARN, THINK, CONTRIBUTE, CARE

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Good Provider

