



Inclusion Assistant

37 HOURS/week

Grade 5 - £22,569

Mon – Thursday 8.30-4.30 pm

Friday 8.39-4.00 pm

Flexible working opportunities are available.

APPLICATION
PACK



Welcome to Hednesford Valley High School

Dear Applicant,

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

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.

Further information is available on our website <https://www.hvh.staffs.sch.uk/about-us/vacancies>

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

Salary Grade 5

The post holder is immediately responsible to: **Class Teacher**

Statement of Purpose

To work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Assist the teachers in the following:

Support to Team

- Provide pastoral support to pupils within the school environment.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- In conjunction with the teacher with the development and implementation of Individual Education/Behaviour/Support Mentoring Plans.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Use specialist knowledge/experience to provide an appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

Support to Teacher

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking preplanned work or where pupils are able to undertake effective, self-directed learning)
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Under direction of teacher provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Headteacher).
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., and making phone calls etc.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher.
- **Support for the Curriculum**
- Implement agreed learning activities/teaching programmes under direction of teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.

NB: Where necessary this may be overridden to ensure the smooth running of the school in the absence of a qualified teacher.

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.
- Be aware of and comply with 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.
- 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 student needs as appropriate during the school day.
- Assist with the supervision of students out of lessons times including before and after school and lunchtimes.
- Support the school's personalised learning agenda.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note

This job description is not necessarily a comprehensive definition of the post. The particular duties and responsibilities listed above may be subject to reasonable change from time-to-time following consultation between the Head Teacher and post holder.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applications or continued employment for any employee who develops a disabling condition.

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.

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.	AF/I
Qualifications/Training - Very good numeracy/literacy skills equivalent to GCSE C and above. - NVQ 3 for Teaching Assistant (or recognised equivalent qualification). - Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc.	AF
Knowledge/Skills - Full working knowledge of relevant policies/codes of practice. - In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years. - Understanding of principles of child development and learning processes and in particular, barriers to learning. - Ability to plan effective actions for pupils at risk of underachieving. - Ability to self-evaluate learning needs and actively seek learning opportunities. - Effective use of ICT to support learning. - Use of other equipment technology – video, photocopier. - Excellent interpersonal skills to be able to relate well to a wide range of people. - Work constructively as part of a team whilst being able to demonstrate initiative. - Good communication skills. - Willing to work towards NVQ Level 3 or recognised equivalent.	AF/I
Behavioural Attributes - Customer focused. - Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. - Open, honest and an active listener. - Takes responsibility and accountability. - Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. - Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. - Is committed to the provision and improvement of quality service provision. - Is adaptable to change/embraces and welcomes change. - Acts with pace and urgency being energetic, enthusiastic and decisive. - Communicates effectively. - Has the ability to learn from experiences and challenges. - Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	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
- Termly “Deep Work” days to support your role.
- Continued professional development opportunities.
- Pay progression and recognition of continuous service.
- 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
- Flexible working opportunities are available.

1. Completing an application.

- To apply for the position download the job application form from the school website www.hvh.staffs.sch.uk/about-us/vacancies and email to I.fox@hvh.staffs.sch.uk. Please note CVs are NOT acceptable.

2. Read the Job Description and Personnel Specification.

- Shortlisting is based on the criteria outlined on the Personnel Specification.
- The Specification lists qualifications, skills and qualities that are essential to undertake the job.
- It is important that you make it clear in your application how you possess these qualities.

3. Personal Details.

- Please fill in all your relevant details, using your full legal name.
- If any field is not applicable, please enter N/A.

4. Employment History

- Please provide all relevant experience you have.
- Please don't refer us to another job description even if you currently work for the council.
- We will not make assumptions about you or your abilities even if you already work for the council.
- Any employment with temporary agencies you must show the agency as the employer as well as the business where the work was carried out.
- Please also include any breaks in employment history together with the reason for the break.

5. Education/Training/Membership

- List all qualifications, including those gained overseas, stating the date and grades/levels achieved.
- Please note you will be required to produce original certificates for all qualifications listed on your application if you are shortlisted for interview.
- If essential qualifications or equivalents are specified on the Personnel Specification we will check to see if yours meet the criteria and are relevant.
- Please only list your memberships or training if they are relevant to the job.

6. Supporting Statement

- Your supporting statement of suitability of no more than two sides of A4, should demonstrate how you meet the requirements set out in the personnel specification.
- Please ensure specific examples are included.

7. References and Declaration

- For shortlisted candidates, references will be sought ahead of the interview process.
- Please include your current or most recent employer as one of the references.
- If you currently work in a school, please give details of your current Headteacher.
- Email addresses must be professional emails and not personal emails.
- Please check with your referees that they are happy for us to contact them.
- For graduates or people leaving full-time education please give a contact from your last educational establishment.
- Shortlisted candidates will be subject to online social media checks.
- You should carefully consider any questions seeking declaration and answer the question honestly.
- 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.

8. Diversity & Equality Information and Data Protection

- We aim to promote equality of opportunity for all regardless of circumstances. Staffordshire County Council is an inclusive and diverse employer, where our people feel they have the opportunity to succeed and progress.
- By completing the Equality & Diversity Monitoring form you will help us to monitor our recruitment and selection procedures and eliminate potential areas of discrimination.
- Staffordshire CC is a Disability Confident Employer, who has a positive approach to employing disabled people and guarantee an interview for applicants who disclose they would like to be considered under this scheme and meet the essential criteria.

8. Diversity & Equality Information and Data Protection (cont/d...)

- If you require any reasonable adjustments during the recruitment process, be sure to include these on your application form.
- Before submitting your application, your consent will be required to hold and process your personal data.

9. 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.
- 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.

10. Visits to Hednesford Valley High

- Prior to making an application visits to our school are warmly welcomed. To arrange a visit or to speak to a member of the Senior Leadership about this role please contact Reception on 01543 423714.

Adverts will close as soon as sufficient applications have been received therefore you are advised to submit an application as soon as possible. For help, please contact Louise Bent – School Business Manager via e-mail l.bent@hvh.staffs.sch.uk

KEY DATES & INFORMATION

Vacancy Closing Date: Wednesday 7th January 2026 – The advert may close before this date should we receive a sufficient amount of suitable applications.

Interviews: To be confirmed

Start Date: ASAP to be confirmed with appointed candidate.

We will only contact selected candidates. If you do not hear from us 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 above. Further details of the interview process and arrangements will be provided to those shortlisted.

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