



APPLICATION PACK

Inclusion Assistant

37 hours/week Term Time Only (can be flexible)

Actual Salary - £17,327 (Pro-rata)

Hednesford Valley High School

Stanley Road

Hednesford

Cannock

Staffordshire. WS12 4JS

Tel: 01543 423714 / Email: office@hvh.staffs.sch.uk

Information about the school

Hednesford Valley High is a good generic secondary special school with a split site provision. There are currently 183 students on roll.

Students in Year 7-11 are based at the Hednesford Valley High, Stanley Road Site, and students in Years 12-14 are based in E block at Cannock Chase High.

The school caters for a wide range of students, many with more than one area of SEN.

All staff are totally committed to providing excellent teaching and learning to empower students to become independent citizens of the world.

"This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment".

All the positions are subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from schools or by visiting www.gov.uk/disclosure-barring-service-check

The latest Ofsted Inspection dated 6th March 2019 - the school was judged to be Good.

"The curriculum for Key Stage 4 pupils has been designed to provide a broad curriculum experience with a combination of vocational and academic subjects which effectively prepare pupils for their next steps in education. This continues into the sixth form, where the curriculum is centred around work experience, work-based activities and careers advice."



HEDNESFORD VALLEY HIGH

Job No.	Post Title	Grade	JE Pts	Date
C1057	Inclusion Assistant	Grade 5	NJC 420	April 2008

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 for Pupils

- 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 for the 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 pre-planned work or where pupils are able to undertake effective, self directed learning¹.)*
- 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).
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.

- 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 extracurricular 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.
- Under direction of teacher determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

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 and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Recognise own strengths and areas of expertise and use these to advise and support others.

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.

Variations 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

Post Title	INCLUSION ASSISTANT
Salary Grade/Range	Grade 5 – Pt 6 Starting salary £17,327 Term-Time only <u>Term-Time salary calculation:</u> <i>Full-Time salary = £20,043 / 52.14 paid weeks x 45.08 term time paid weeks (incl holidays) = £17,327</i>
Hours/Weeks	37 hours/week Term Time Only Mon, Tues & Thurs: 8.30-4.30 pm, Wed: 8.30-5.00 pm, Fri: 8.30-3.30pm
Responsible to:	INCLUSION SUPPORT MANAGER

Essential Criteria	Measured By
Experience <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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/I
Knowledge/Skills <ul style="list-style-type: none"> 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 /PE

<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • 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 pupils, 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. 	<p>AF/I</p>
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AF - Application form

I - Interview

PE - Practical Exercise

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.***

KEY DATES AND INFORMATION

Vacancy Closing Date: 10:00 am on 06/06/2022

Shortlisted candidates will be notified by email on: 8th June 2022

If you do not hear from us by 10th June 2022 your application has been unsuccessful, and no further correspondence will be issued. Candidates who are shortlisted will be informed by telephone or email if possible.

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

Interviews: 14th June 2022

Start Date: 05/09/2022

Hednesford Valley High School,
Stanley Road,
Cannock
Staffordshire
WS12 4JS
Tel: 01543 423714
Email: office@hvh.staffs.sch.uk

Application process

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. Please ensure that any covering letter is not longer than 2 sides of A4 paper.

Application should be returned to school c/o Mrs Louise Brown, Attendance & Finance Officer, can be returned to the address above or by emailing office@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.

The School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spend reprimands, formal warnings, cautions and convictions in your application form.

The following policies are available on the school website <https://www.hvh.staffs.sch.uk/Policies/>

- Safeguarding Children & Adults Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Link to [Privacy Notice for job applicants](#)

Thank you for your interest in this vacancy