



Recruitment Information Pack

2023/2024

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Dear Candidate

Thank you for your interest in Heathfield Community College and I am delighted that you are considering joining our team at this exciting stage in our journey. The opportunity to be an important part of our development as we move this very good school into the outstanding future it deserves, is exciting.

As the Headteacher I am privileged to lead such a fantastic school. Heathfield Community College is a high performing secondary school with an excellent Sixth Form. It is an inspirational community where young people excel. Our success is based on partnership and a clear focus on excellence for all students.

This is a school going from strength to strength. There is a sense of positive momentum at Heathfield. Repeated Ofsted Inspections have noticed: *“there is a tangible sense of pride, ambition and community within the college.”* which are *“lived out in daily life”* (May 2023)

Our most recent inspection in May 2023 which confirmed we were an outstanding provider in three of the main judgements stating *“pupils receive a great education... and...flourish here”* with praise for our ambitious curriculum, teaching and high level of achievement.

Achievement has continued to improve and 2023 has again shown exceptional success for our students of whom we are very proud. Students here are expected to apply themselves fully to their studies and reap the rewards of hard work as a result.

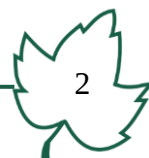
Our students have a strong sense of belonging to Heathfield’s community. A warm and collaborative ethos means students are well known to teachers and are supported by their peers; students develop a firm identity with college values and a sense of responsibility for one another.

Heathfield is a positive, innovative and collaborative professional environment where you can trust that you will be inspired, challenged and supported as you take the next steps in your career. Therefore, I am totally focused on ensuring that we handpick the very best staff to join our team and help us fulfil our goals.

If I can help or advise you as you consider your application, please do not hesitate to contact me at cbarlow@heathfieldcc.co.uk.

CAROLINE BARLOW

Headteacher



Our College

About the School

Heathfield Community College serves the local community from a pleasant 26 acre site on the edge of Heathfield. Our size offers us many advantages: we have excellent facilities, allowing us to offer a wide and varied range of academic and vocational courses at all levels. The Heathfield campus has been steadily improved in recent years. We have both a Library and a dedicated Sixth Form Learning Resource Centre, we also enjoy large open space and a floodlit all-weather astro-turf pitch.

A rolling programme of refurbishment means we continue to upgrade and improve our site and facilities including Science rooms, Music Technology and ICT facilities, including our very own Apple-esque Genius Bar. There is also a fitness centre (adjoining the school site and run by Freedom Leisure), and multi-use games areas.

Our commitment to an innovative digital curriculum ensures a well-resourced college across all areas. 18 individual rooms offer a breadth of ICT provision ranging from Microsoft PCs for all subjects, Apple Macs for Media, Graphics and Music Technology. The iPads ensure that creative and innovative approaches to teaching and learning transform experiences across the college. A high-speed wireless across the site ensures reliable functionality. Full remote access for staff and students ensures high quality access to resources and dialogue about learning. We seek to constantly review and adapt our practice to ensure the most efficient and effective ways of working and promoting learning. It is highly likely teaching staff will require an iPad for their role. There are limited iPads available for staff use which can be loaned during term time.

Autistic Spectrum Facility

Heathfield Community College has a designated Specialist Facility for students on the Autistic Spectrum, including those with Aspergers Syndrome. There are twelve places within the Specialist Provision, although there are many more students with a diagnosis of Autistic Spectrum Disorder (ASD) in the college. The College has previously achieved Autism Accreditation from the National Autistic Society.

Students with ASD have significant, core difficulties in the areas of:-

- Social interaction; social relationships.
- Social use of language; communication skills.
- Social understanding; imagination and theory of mind.

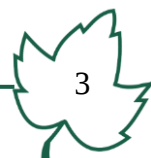
These are known as the Triad of Impairment.

As with all students with Special Educational Needs and/or Disabilities, at Heathfield Community College, we believe that the first important step towards Inclusion happens in subject classrooms through quality first teaching.

Our Learning Support Department is committed to supporting students, staff and parents to ensure that all students make progress and achieve their potential. Training is offered on a formal and informal basis and all new staff are expected to attend at least the three part ASD training, or the ASD Online Training during their first year.

Heathfield Community College offers all students:

- A well-planned, broad and balanced curriculum.
- A record of excellent examination results.
- Well qualified specialist staff combining innovative and traditional methods in the classroom.
- A secure, supportive, encouraging and happy environment.
- A wide range of extra-curricular and residential activities.
- Access to a digital curriculum with iPads for all KS3 students through a lease scheme.



Our Vision and Ethos

Heathfield Community College is committed to fulfilling the potential of each of its learners. The College achieves outstanding results for students of all abilities and aspires to meet the needs of all who live within the Heathfield community. We are a fully inclusive College with outstanding provision for the whole range of students from our most vulnerable to our most gifted.

From the moment that students join the College they are embraced into an ethos, which is widely recognised as aspirational with a strong community spirit **“Pupils enjoy coming to school and they are proud of it.”. They “are well mannered and polite. Staff set a high bar in terms of pupils’ conduct. Pupils feel happy and safe in this vibrant and nurturing school...make a real difference to continually improving life at their school.”** (Ofsted)

Students play an active role in the College, develop leadership skills and support each other extensively including Sixth Form support for Year 7 reading and Year 10 Buddies to support the transition from Primary school.

Our Prefects, College Council and other representative bodies play a significant role in shaping the future of the College. A real and developing strength of the school is the broad range of leadership opportunities for students.

The school has a palpable **“culture for learning where students engage happily in their work and succeed well”**

The journey from Year 7 through to the Sixth Form is a rich experience. There is an extensive range of clubs, opportunities to perform in concerts and productions, sporting success, and engagement with the community locally as well as more widely across East Sussex or even nationally.

Students from Heathfield Community College leave the College as well rounded young adults ready to be responsible citizens of the future with strong values, strong principles and ambition for success. This is achieved by a clear focus on the skills and attributes that we know are essential for future success in life.

The exceptional exam results achieved by our students will open doors but the key to sustained future success and happiness is the ability to demonstrate the qualities that rarely appear on an exam paper.

We call them our **Heathfield Habits** and we promote, recognise and reward them every day.

Heathfield Habits:

Ambitious & Confident
Compassionate & Considerate
Determined & Reflective
Engaged & Enthusiastic
Honesty & Integrity



Our Values



Pride . Ambition . Community

There is no limit to what we can achieve with the right mind-set, focused hard work and attention to detail. We are all accountable for the responsibilities we hold.

Reflection on and celebration of our own and each other's achievements encourages **determination** and self-belief.

Positive relationships are underpinned by mutual respect, **consideration** and **compassion**. Our words and actions have impact.

Our well-being is enhanced through a balanced life that includes meaningful experiences undertaken whole-heartedly and with integrity.

As a result, Heathfield Community College ensures an exceptional educational experience for all, attracting and retaining the best staff based on career fulfilment, enjoyment and job satisfaction; committed to continual improvement working in partnership with our community.

A community of ambitious aspiration and high standards. High quality teaching and learning builds confidence, delivering exceptional outcomes through innovative, challenging and personalised curriculum.

A vibrant centre for learning where students are **enthusiastic**, actively engaging with new challenges that build self-esteem.

Every individual, experience and perspective is unique and matters, working collaboratively we are a powerful positive force.

Students are happy and enjoy College life, equipped to thrive in life, making a positive difference in and beyond the College.

Staff Wellbeing

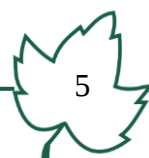
All staff and students at Heathfield work hard. As a result, we achieve impressive outcomes and enjoy a clear sense of purpose and belonging.

As part of ensuring we are all able to continue to give our best we prioritise the well-being of colleagues through continual review of our structures, practices and policies, ensuring that we remain focused on the things that will make a difference. Through discussion and feedback we seek to reduce and remove the aspects of college life that impede or prevent effective working.

Equally a commitment to varied and personalised staff development ensures that colleagues are coached, challenged and supported to stay interested and keep refining their professional skills throughout their time at Heathfield.

In addition, the following offer routes for staff feedback, support and wellbeing:

- Staff Voice, active staff governors and healthy positive links with unions to ensure all voices are heard.
- Supportive governors with clear links to and positive engagement with all areas of the college.
- A thriving Staffroom Association that plans social and charitable activities.
- Commitment to healthy practices such as #teacher5aday.
- Access to staff counselling free and confidential services and other East Sussex support and entitlement packages.



Inclusion Support Worker

NEW ROLE

Scale	Local Single Status, Grade 7 point 18 - 19
Salary	£26,539 - £27,196 (actual salary equates to £22,929 - £23,496)
Hours	37 hours per week, Term Time Only including INSET days
Commencement	ASAP until 31 August 2025 in the first instance, with a view to permanent

Application Process

You are invited to read the following:

- Information and details about the College and department in this pack and via jobs@heathfieldcc.co.uk

If you are keen to join us then please complete and return the following:

- East Sussex County Council application form which should be returned (CVs will not be considered), including the names of two referees and the Equal Opportunities Monitoring Form, by post or email to Ms Caroline Barlow, Headteacher - jobs@heathfieldcc.co.uk

The deadline for submitting an application is midday on Friday 24 May 2024 at the latest. Any applications received after the closing date may not be considered. If you are shortlisted you will be contacted by letter or telephone inviting you for an interview. It is not our policy to acknowledge applications or to contact candidates if they have not been shortlisted. No discourtesy is meant by this.

Interview Procedure

If a candidate is selected for interview the procedure will test how the candidate fulfils the requirements of the post. The selection process will include consideration of the candidate's suitability to work with children and young people. We also aim to give candidates suitable opportunity to determine for themselves the extent to which Heathfield is the right location for the next step in their career. The procedure is therefore likely to include:

1. Opportunity to learn about the College and Learning Support Department
2. Written task focusing on differentiation and inclusion
3. Meeting with students
4. Opportunities to learn more about the types of student needs catered for in mainstream
5. Panel Interview

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a DBS enhanced clearance for this authority. We are also required by law to ensure that any prospective employee is legally entitled to live and work in the UK. You will be required to provide documentation as evidence. Other conditions of employment may apply. We are committed to equality of opportunity and positively welcome applications from all sections of the community. For an informal discussion regarding this post, please contact Elaine Burgess, SENDCO on 01435 8660666 or via email eburgess@heathfieldcc.co.uk.

Support Staff

We can offer you an opportunity to join a highly welcoming, friendly and dedicated support staff team. The support staff at Heathfield Community College are an integral cog in the workings of the College. Roles vary across the site including administration, classroom support, department specific technicians, pastoral support, site staff and cleaners. Every role is important and Heathfield Community College believes the work the support staff carry out is extremely valuable. By working together and doing the best we can do, the team help to make sure that our students are safe, happy and ready to achieve.

Offices are located across the site and each team have their specific tasks and responsibilities. Training and development opportunities are available for support staff. This can be made up of in-house training and external training courses.

Heathfield Community College is a supportive environment with caring, positive colleagues.

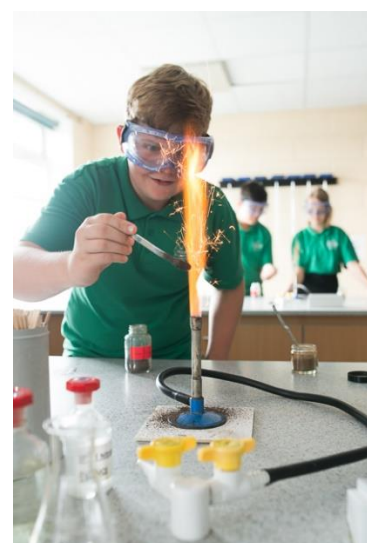
A member of the support staff quoted that Heathfield Community College *“has a real sense of Community spirit!”*

Another said *“I feel very supported by the members of SLT and the immediate colleagues who I work with. I like that SLT are often visible around the school and not tucked away in offices. I am very happy here.”*



Learning Support

The Learning Support Department caters for students with identified special educational needs and supports their access to the mainstream curriculum. It comprises a team of staff led by the SENDCO and made up of specialist teachers, specialist teaching assistants and learning support assistants. The department works closely with all other areas of the school and with the pastoral and senior teams.



Job Description

JOB TITLE	Inclusion Support Worker
GRADE	Single Status Grade 7
RESPONSIBLE TO	Head of Learning Support

Main Purpose of the Job

To contribute to a wide range of teaching and learning activities, and to assist and support the work of qualified teachers. To work within the statutory frameworks relevant to the role. To devise and deliver high quality, child centred support to students to maximise their ability to access and thrive at secondary school.

Main Tasks and Accountabilities

1. Support pupils' learning and to contribute effectively and with confidence to the classes/groups in which you are involved.
2. Be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
3. Understand the aims, content, teaching strategies and outcomes for lessons/groups in which you are involved and the place of these in the related teaching programme.
4. Use ICT to advance pupils' learning and use common ICT tools for personal and pupils' benefit.
5. Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
6. Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
7. Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
8. Use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
9. Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
10. Work collaboratively with colleagues, knowing when to seek help and advice.
11. Contribute effectively to teachers' planning and preparation of lessons that take account of student needs.
12. Working within a framework set by the teacher, to plan your role in lessons as appropriate including how to provide feedback to pupils and colleagues on pupils' learning and behaviour.

13. Contribute effectively to the selection and preparation of teaching resources/ approaches that meet the diversity of pupils' needs and interests.
14. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
15. Support teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress. To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
16. Monitor pupils' responses to learning tasks and modify your approach accordingly.
17. Promote and support the inclusion of all pupils in the learning activities in which they are involved.
18. Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
19. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
20. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
21. Organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
22. Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
23. Improve own practice, including through observation, evaluation and discussion with colleagues.
24. To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy.
25. As and when required to carry out the role of Invigilator.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a DBS enhanced clearance for this authority.

Job Grading reference: 14165

Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews and professional references.

	ESSENTIAL	DESIRABLE
Key Skills & Abilities	Ability to contribute effectively to teachers' planning and preparation of lessons Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests Ability to support teachers in evaluating pupils' progress through a range of assessment activities Ability to monitor pupils' responses to learning and modify approach accordingly Ability to contribute to the maintenance and analysis of records of pupils' progress Ability to communicate effectively and sensitively with pupils to support their learning Ability to work collaboratively with colleagues as part of the school team Ability to guide the work of other adults in the learning environment Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning Ability to recognise and respond effectively to equal opportunities issues as they arise	
Education & Qualifications	A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework Willingness to pursue relevant further training identified as appropriate to the role	Willingness to pursue achievement of the Professional Standards for Higher Level Teaching Assistants or able to demonstrate equivalent experience as approved by the Head teacher

Knowledge	Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour Knowledge of the key factors that affect the way pupils learn	Knowledge of the statutory framework relevant to the HLTA role
Experience	Experience of working as a Teaching Assistant or equivalent experience of working with children or young people Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit	Experience of working in a range of settings or with more than one year group
Personal Qualities	A commitment to the learning of all pupils A commitment to improving own practice through observation, evaluation and discussion with colleagues A commitment to the Education Department's Equality of Opportunities policy	

Essential Safeguarding Practice

- Evidence of commitment to promoting the health, welfare and safeguarding of children.
- Evidence of promoting, implementing and monitoring equal opportunities across the full range of protected characteristics.
- An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children.