



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Level 2 Teaching Assistant (Part Time)

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	76.6(FTE)
Date school established	1976
Budget	£8.2m
Pupil Premium	24%
% of students with SEN in the school	14%
% of students on free school meals	22%

ACADEMIC ACHIEVEMENTS

GCSE Results 2023	<p>Attainment 8—Whole School 46.78</p> <p>Basics Standard (English and Maths 9-4) - Whole School 71%</p> <p>Basics Good (English and Maths 9-5) - Whole School 46%</p> <p>E Bacc (4+) - Whole School 45%</p> <p>E Bacc (5+) - Whole School 30%</p> <p>Data used from SISRA Analytics Collaboration Data 2023</p>
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Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional time for family events and appointments.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

To view Redhill School's Child Protection Policy please follow this link:

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eleven member schools, five primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will ***create the difference together.***

Wider Inclusion Team

The team consists of:

- Deputy Headteacher
- Assistant Headteacher for Inclusion and SENCo
- Assistant SENCo
- HLTA: Enrichment Manager
- Team of Teaching Assistants supporting individuals or groups of children—some following an Alternative Curriculum.
- Hub / Thrive Centre Team
- Pastoral Team
- Administrative support

Accommodation:

There are two main centres in school—the Enrichment Area and the Thrive / Hub Centre. Both areas support individuals and groups of students. All pupils accessing either centres are following planned provision courses.

Provision:

All EHCP access a degree of in-class support. And targeted intervention. Those pupils identified as school support may also access in class support or targeted intervention. Redhill promotes a collaborative approach to intervention and support with departments. Intervention programmes are a feature across the school by all departments. The Enrichment Team run intervention sessions throughout the day and support students at break, lunchtime and at Homework Club.

Thrive Centre and Hub:

The PLC delivers individualised and small group work to students in KS3 and KS4. Provision is varied to meet the diverse needs of students including:

- Nurture provision
- Emotional literacy
- Supporting aspects of behaviour and attendance
- Social skills
- Anger management

Outside agencies work alongside the wider inclusion staff during parts of the day.

JOB DESCRIPTION

Job Title: Level 2 Teaching Assistant
Contract: Permanent, Term time only (39 weeks), hours to be agreed with successful candidate
Salary scale: Grade 3 SCP 3-4
Not actual salary, salary will be pro rata
£17240.07 To £17525.93 (- 5 years service)
£17629.99 To £17922.31 (+ 5 years service)
Pending pay award
Responsible to: SENCo

Level 2 staff provide more specific support and work under the supervision and guidance of a classroom teacher. The basic entry requirement is NVQ2 and staff who are not already qualified are required to work towards it.

Key Features: To undertake work/care/support programmes, to enable access to learning and to assist a teacher in the management of pupils and the classroom. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

MAIN ACTIVITIES

Support for pupil

- Assist pupils, on an occasional basis, with personal hygiene routines including toilet training, changing of incontinent/sick/children, dressing and undressing.
- Supervise the activities of individuals or groups of children (normally up to 8) within the classroom.
- Under the instruction/guidance of a teacher support pupils with sensory and/or physical impairment.
- Under the instruction/guidance of a teacher support pupils with non specific learning difficulties.
- Under the instruction/guidance of a teacher support pupils with behavioural, emotional and social development needs eg; implementation of behaviour management policies/promotion of school policies relating to pupil behaviour.
- Under the instruction/guidance of a teacher/external agency worker support pupils with communication and interaction difficulties.
- Assist pupils in the use of resources including IT.
- Maintain pupils interests and motivation.
- Support individuals and group work assigned by the teacher in raising core skills.
- Support individual education plans.
- Escorting pupils home as required, with another member of staff.
- To be aware of pupils problems, achievements, progress and report to the teacher as agreed.
- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
- Establish a constructive relationship with pupils and interact with them according to individual needs.
- Provide feedback to pupils in relation to progress and achievement under the guidance of a teacher.

Continued...

Support for Teacher/School

- Provide support for learning activities by making a contribution to supporting a teacher in the planning and evaluation of learning activities and supporting the delivery of learning activities.
- Making a contribution to organising effective learning environments and maintaining appropriate records.
- Undertake routine marking in line with school policy.
- Design and produce displays with minimal supervision.
- Contribute information to pupil records (e.g. assessment information).
- Work with parents to enhance pupils learning.
- Liaise with parents as appropriate.
- Support out of hours school learning activities (within established guidelines).
- Monitor pupils responses to learning activities and record achievement/progress as directed.
- Provide regular feedback to teachers on pupil achievement, progress and problems.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and reporting in line with school policy.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams.
- Support the use of ICT in learning activities and develop pupils competence and independence in its use.
- Participate in training and other learning activities and performance development as required.
- Be ware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual charges.

Special Conditions

The exact focus of the role will be decided at school level and will take into account the needs of the school and the development needs of the member of staff.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • NVQ2 or equivalent—willing to work towards • Good numeracy and literacy skills. 	<ul style="list-style-type: none"> • Training in relevant strategy, e.g. literacy or particular curriculum or learning area e.g. bilingual, dyslexia, ICT, maths etc.
Experience	<ul style="list-style-type: none"> • A minimum of two years of working with or caring for children of relevant age (11-16). • Full working knowledge of school policies relating to health and safety, behaviour, attendance equal opportunities and child protection. • Understanding of the principles of child 	<ul style="list-style-type: none"> • Experience of working with children who have physical or sensory needs. • Manual handling training
Personal skills	<ul style="list-style-type: none"> • Ability to use ICT effectively to support learning. • Ability to use other technology as required. 	
Personal qualities	<ul style="list-style-type: none"> • Ability to relate well to children and adults. • Ability to work constructively as part of a team, understanding classroom roles and own position within these. • Ability to self-evaluate learning needs and actively seek learning opportunities. 	



REDHILL SCHOOL
Junction Road
Stourbridge
West Midlands
DY8 1JX

01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

**For an informal discussion please contact:
Mrs A Lesniewski, SENCo**

(alesniewski@redhill.dudley.sch.uk)

**Please send completed application forms to:
Mrs J Endicott, Redhill School, Junction Road, Stourbridge, DY8 1JX
or email to:
jobs@redhill.dudley.sch.uk
or apply via TES**

**CLOSING DATE: Wednesday 3 July 2024 (9am)
INTERVIEWS: To be advised**

Only successful candidates will be contacted.

Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school.

**Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).**

Please note only successful candidates will be contacted.

All candidates are subject to safer recruitment procedures.

NB. We reserve the right to close vacancies prior to the advertised closing date should a large number of applications be received.