

THE HEATH SCHOOL

Part of The Heath Family Multi Academy Trust



Learning Mentor/Teaching Assistant Vacancy

Information for Candidates

Executive Principal: Mr J Jardine
Head of School: Mrs N McNamee

The Heath School
Clifton Road
Runcorn
Cheshire
WA7 4SY
Tel: 01928 576664
Email: mwadsworth@heathschool.org.uk



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The Heath

We're in the Business of Learning

The Heath School

Clifton Road, Runcorn, Cheshire, WA7 4SY

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Executive Principal: Jamie Jardine BSc (Hons), PGCE, NPQH

Head of School: Nicola McNamee BSc (Hons), PGCE, NPQH

- Part of The Heath Family Multi Academy Trust
- National Teaching School
- A STEM Centre of Excellence & Leadership Development

May 2021

Dear Applicant

Re: Post of Learning Mentor/Teaching Assistant

Thank you for your enquiry regarding the vacancy for the above named post. The successful applicant will work with our students to overcome barriers to learning and facilitate their educational success.

This pack has been prepared to help you with your application and includes:

- Information about the school
- The job description
- The person specification

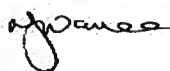
Your completed application form should be returned to me either by post or by email to my PA, mwadsworth@heathschool.org.uk by the closing date of 7th June 2021. Interviews will be held as soon as possible after that date. If you have not heard from the school within three weeks of the closing date, your application has not been successful at this time.

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

This post is subject to an enhanced DBS (formerly CRB) check. If you require any further information, please call 01928 576664.

I look forward to receiving your application.

Yours sincerely



Nicola McNamee
Head of School

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The Heath School: Welcome from the SENDCO

Thank you for your interest in applying for the role of Learning Mentor/Teaching Assistant at The Heath School. The Heath School is a successful, oversubscribed, happy school and I am seeking to appoint someone who wants to be part of a team and can really make an impact on the progress of our students.

The departmental staff are a supportive and considerate team and the caring ethos makes this a rewarding place to work. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils.

I am looking to appoint someone with the following skills/attributes:

- Enthusiastic and caring.
- Inspiring, engaging and effective communicator.
- Forward thinking.
- Innovative and committed teaching assistant.
- Determination to make a difference to the lives and aspirations of our young people.

In the event that you require further information regarding the vacancy at The Heath in advance of submitting your application, please do not hesitate to contact me either by calling the school or via email gwynnd@heathschool.org.uk

Yours sincerely



Debs Gwynn
SENDCO



THE HEATH SCHOOL

The Heath is a highly successful 11-16 Comprehensive school in Runcorn with 1196 students on roll. We are one of eight schools in The Heath Family (NW) multi academy Trust. The school is supported by outstanding teaching and support staff, which results in true personalisation of learning and greater outcomes for all students.

Students and parents want a school that has the highest expectations of learning and discipline, and one where students are happy and safe. The Heath fulfils these wishes as a strong learning community in which every individual is valued.

The staff are dedicated, passionate and committed. The School's mission is to promote the development of all its students so that they are able to achieve their full potential academically, socially and emotionally and that they can lead productive and happy lives.

We seek to ensure that academic potential is fulfilled by valuing the work of all students. There is a consistent focus on securing outstanding teaching and learning in the school, with appropriate pace and challenge in all lessons and excellent standards of behaviour. Students' progress is regularly measured and appropriate additional support and guidance is given where it is needed.

Students are placed in teaching groups most suited to their ability and these teaching groups are regularly reviewed. Success is celebrated and students are rewarded in many different ways for their efforts. The Heath is a truly inclusive school.



The Heath School: SEND Department

Introduction

The SEND department provides support and intervention across all year groups. As well as in-class support, we offer a range of interventions, including reading, spelling, numeracy, handwriting and touch-typing. We also offer academic mentoring support, emotional, mental health and well-being sessions and a safe space at break and lunchtimes.

Staffing and Accommodation

There are 10 Learning Support Assistants in the department, 3 part-time Mentors and 2 part-time Counsellors. We have two intervention areas, comprising a classroom and smaller intervention spaces. Learning Support Assistants spend the majority of their time in lessons working with students. They are also expected to work with intervention groups under the guidance of the SENDCo.

Curriculum

In KS3 (Years 7 and 8), all students follow a broad curriculum and in most subjects they are taught in sets. In KS4 (Years 9-11) students follow GCSE and BTEC courses, with a small number of students taking Entry Level qualifications.

Formal assessments take place throughout the year, where students are monitored to ensure that progress is being made in line with flight paths from KS2 and intervention takes place as required.

Current level of need

Number of students with EHCP: 16

Number of students at SEN Support: 234

JOB DESCRIPTION



Department: Centre for Student Intervention (CSI)

Job Title: Learning Mentor/ Teaching Assistant

Responsible to: SENDCo

Liaising with SENDCo, Teachers, Learning Mentors, Students, Parents, External Agencies, Senior leadership team, Progress coordinators, Safeguarding team

Grade: Grade 4 point 7 - 11 £20,092 - £21,748 (£17,078 - £18,486 pro rata) – term time only plus 5 INSET days

Overall Purpose of the Job:

To support students to overcome barriers to learning, promote inclusion and be an effective “additional adult” in the classroom.

Hours of Work

The post is offered as full time, term time only, 32.50 hours per week.

Summary of the main aspects of the post

To work with and supervise individuals or groups of children under the direction/ instruction of teaching and/or senior staff. To enable access to learning for students and to deliver interventions when necessary. To help students work effectively and make progress. To offer support and encouragement to students.

Specific Aspects of the Job

Support for the Student

- Establish good working relationships with students, acting as a role model and setting high expectations.
- Provide consistent support to students, responding appropriately to individual student needs.
- Contribute to the development and implementation of Student Support Plans.
- Promote inclusion and acceptance of all students.

The Heath is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Encourage students to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher.
- Use specialist (curricular/learning) skills/training/experience to support students across subjects improving literacy and numeracy in particular.

Support for the teacher

- Establish and maintain an appropriate learning environment under the supervision of other teacher.
- Contribute to lesson planning, evaluation of lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher or line manager on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the line manager.
- Administer tests and invigilate exams as appropriate to Key Stage.
- Accurately record achievement/progress.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy and techniques.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher/line manager within role responsibility.

Support for the curriculum

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to student learning styles and individual needs as directed by the teacher.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development as required.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Assist students to access learning activities through specialist support e.g. curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources as relevant to role e.g. visually impaired.

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Support for the school

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other professionals, to support achievement and progress of students.
- Attend and participate in regular meetings as appropriate as well as assemblies.
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff.
- Assist with the planning of opportunities for students to learn in out of school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

Mentor aspects of the role

- To respond to referrals from the Inclusion Officer for identified students and draw up an action plan for each student who needs support/intervention.
- To access data on students – academic/behavioural and the transition information.
- To develop one to one support and a positive working relationship aimed at achieving the targets/goals in the action plan.
- To work with and secure the support of parents/carers in order to encourage them to support their children more effectively.
- To work closely with the CSI staff, Pastoral and Curriculum Leaders to meet the needs of SEN and underachieving students.
- To monitor and report on plans drawn up to help overcome barriers to learning.
- To contribute to the completion of CARE schedule documentation for students at risk of exclusion
- To work with and support other staff delivering mentoring to students
- To ensure that evaluations are completed by students.
- To organise and to implement group work sessions for under achieving, vulnerable students to support individual needs. For example, confidence, self-esteem, study skills etc.
- To run breakfast or after school support clubs as planned or required.
- To be involved in the monitoring, evaluating and reviewing of programmes.
- To carry out mediation sessions e.g. in relation to bullying/friendship/conflicts.

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- To deal with emotional crises situations alongside the student counsellor, e.g. accident/bereavement, if required.
- To support group work with students at risk of drug abuse/stress/crime/exclusion etc.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

This job description will be review annually and may be subject for amendment or modification at any time after consultation with the post holder.

It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

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Person specification – Learning Mentor/Teaching Assistant



CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> ➤ DESIRABLE ➤ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, GCSEs at grades 9 to 4 (A* to C) including English and Mathematics ➤ Experience of working with children
Skills and knowledge	<ul style="list-style-type: none"> ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with students and adults ➤ Skills and expertise in understanding the needs of all students ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with students ➤ A commitment to getting the best outcomes for all students and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding student's wellbeing and equality

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The Selection Process

The interview process will involve:

- **A tour of the school**
- **Formal interview**

We look forward to receiving your application.

Deadline for receiving applications: 7th June 2021