



Applicant Job Pack

Female Physical Disability Support Assistant

Woodrush High School
An Academy for Students Aged 11-18





Female Physical Disability Support Assistant
Permanent – 30 Hours per week (8:30am to 3:00pm) over 5 Days.
Term Time Only + plus 5 INSET days
Pro rata salary: SCP 3 to 4 (£14,822 to £15,091 actual salary)

Flexibility is required to fulfil an additional 2 hours a week (currently Monday and Tuesday 3pm-4pm) to support afterschool commitments. This will be reviewed each term.

(Salary is subject to National Joint Council for Local Government Services pay award (% tbc))

We are seeking to appoint a Physical Disability Support Assistant who will work alongside the SEN Department to ensure the development and education of our young people. The role will provide care, supervision skills and academic support to students by utilising a good standard of knowledge and skills whilst promoting student independence.

We are looking for a person who has:

- Ability to assist students with additional needs to ensure they access the curriculum
- Flexible approach to supporting students needs within the context of their SEN profile
- Ability to supervise the activities of students individually and in groups to ensure their safety
- Supportive nature to work with students with specific or complex needs
- Knowledge of SEN guidance/recommendations

We can offer you:

- A competitive salary.
- Local Government pension scheme.
- Excellent training opportunities.
- Subsidised Gym memberships.
- An opportunity to work in a continuing developing school.

Situated in a pleasant suburban area on the borders of Birmingham, Solihull and Worcestershire (only 5 minutes from Junction 3 of the M42), Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. We are a designated Teaching School committed to educational innovation and we enjoy working partnerships with many schools locally and across the region.

To find out what we can offer you working at Woodrush and for more information on our school please download our application pack from our website. Details can also be found on how to apply. Alternatively please contact Laura McCleary at HR@Woodrush.org.

Closing date at 9am Monday 2nd October 2023. Interviews to take place shortly after the closing date.

Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment. Posts are subject to an enhanced disclosure through the Disclosure and Barring Service. CVs will not be accepted in place of an application form.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role





Information for Job Applicants

Dear Applicant,

Thank you for your interest in our vacancy.

Woodrush High School is an extremely popular and over-subscribed Academy for 11 to 18-year olds, committed to building supportive, professional relationships between students, staff, parents and carers and the community that we serve. We are proud to be a designated Training School and are recognised as a National Support school.

Woodrush staff are welcoming, committed and maintain the highest expectations of both themselves and our students. We have a firm commitment to professional and career development for all our staff, reflected in our continual professional development and learning opportunities. Teaching and learning practice is creative, ambitious and evidence-informed which promotes a place of learning that challenges and supports all students to be inspired, achieve and be celebrated for their success and aptitude.

Our recent Ofsted inspection, December 2018, categorised Woodrush as a 'Good' school with 'Outstanding' Leadership & Management and Personal Development, Behaviour & Welfare.

The inspection acknowledged how:

- ✦ *'Pupils achieve well because of strong teaching and the exceptional support and care they receive.'*
- ✦ *'Pupils' behaviour is excellent. They are courteous, friendly and routinely regulate their own behaviour. Pupils have very high expectations of each other's behaviour.'*
- ✦ *'Parents, staff and pupils are unanimous in their praise for the excellent pastoral care provided to pupils, which includes a strong focus on mental health and wellbeing.'*
- ✦ *'The leadership of teaching, learning, and assessment is highly effective.'*
- ✦ *'Staff are unanimous in their praise for the many training and professional development opportunities afforded to them.'*
- ✦ *'Middle leaders form a dedicated and highly focused group of professionals. They are consistent in their messages and drive for excellence.'*
- ✦ *'Morale at the school is exceptionally high. Teachers are proud to work at the school, they are fully engaged in leaders' improvement drive and all share a common goal, namely, to make their school the best it can be.'*

Of all our achievements, we are most proud of our students: their enthusiasm, inquiring minds, eagerness to learn and willingness to contribute to the various opportunities that life at Woodrush offers and we are united in our commitment to ensuring that all our students receive an excellent education that develops and nurtures their abilities and talents.

We welcome applicants to arrange a visit to our school to see first-hand our learning environment and we hope this information pack provides useful insight into life, work and learning at Woodrush.

Finally, I would like to take this opportunity to wish you every success in your application to join our exceptional team.

Kind Regards

Mr J Barber
Headteacher





About Our School

Woodrush High School is a mixed, comprehensive school of approximately 1000 students aged 11 to 18, including the Sixth Form of approximately 100 students. There are 70 teaching staff and approximately 60 support staff. The school is situated in a pleasant semi-rural residential area a mile to the south of the Birmingham city boundary.

Our reputation and record of success make us a highly attractive place for families to enroll their child[ren]. We are a heavily oversubscribed school, with the majority of students residing in south Birmingham, Worcestershire, and Solihull. The school, which was opened in 1958, enjoys an excellent reputation locally and was designated a Training School by the National College for Teaching and Leadership in 2014.

A high proportion of our students achieve examination results at GCSE and Post-16 above national averages and our cohorts have an excellent record of progression into employment, training and Further Higher Education.

Achievements in other fields are equally valued and there is a strong tradition of extra-curricular activities within the school. We have a wealth of clubs and sports teams and a broad range of educational visits, residential, productions, and performances run across the academic year that enriches the curriculum and life for students at Woodrush.



Our curriculum is dynamic and engaging, leading to a broad range of valued qualifications responsive to local and regional employment and training opportunities. At both KS4 and KS5, students receive a curriculum and pastoral support matched to their strengths, needs, and aspirations. The Special Educational Needs department is particularly strong and offers considerable support to a number of students throughout the school.

Woodrush has high-quality facilities for sports in the school and Community Hub, which is also open to the community; as well as designated facilities for our Training School, Library, and Sixth Form. Our sports facilities include an all-weather floodlit artificial pitch which is also open to the public during evenings and weekends via the sports centre.



We have four Houses at Woodrush High School (Brindley, Cadbury, Eliot and Lanchester). Students join a mixed ability tutor group on entry to the school and remain in that group until the end of Year 11.

Students are encouraged to achieve the highest possible standards of which they are capable, and we have an agreed Code of Conduct and students are expected to, and do, behave well.

We aim to provide young people with an orderly, structured and supportive environment in which they can grow to maturity. Parents and Carers are very supportive of the staff and school at large and the school has maintained an excellent reputation for creating high standards of achievement and behaviour. Woodrush prides itself on fostering a strong sense of community life and developing good habits of hard work and self-discipline.



Why work at Woodrush High School?

We place learning and progress at the heart of everything that we do and regularly celebrate at all levels the excellent achievements of our students. We have a 'can do' attitude where we feel that nothing is impossible to achieve to improve our students' chances in life.

Our success is based on the quality of the staff we have, in whatever role they play in school. We aim to continually improve and strive to excel in everything that we do. At Woodrush, we work towards creating caring and positive relationships with staff and with our students. We are a community, where students and staff are happy to work together.

Our Staff Enjoy:

- Being part of a successful school and Training School
- Being at a school which has a highly supportive ECT programme, verified externally by our NQT Induction Quality mark
- Our interactive and inspiring weekly CPDL training sessions
- A fully supportive New Staff induction process
- The school's supportive network of colleagues
- Opportunities for further development
- On-site gym with subsidised membership
- On-site café and library

What does being part of a Training School mean for staff at Woodrush?

Within our Alliance, (of both Primary and Secondary schools) and situated in a brand-new training building, we lead teacher training through various routes -Schools Direct and PGCE with Universities of Birmingham, Worcester, and Warwick. Training is based at Woodrush High School and/or our partner schools. Alongside initial teacher training, we offer a wealth of CPDL for teachers at all stages and levels of experience, which aims to support teachers to become outstanding practitioners who are highly effective and exceed the professional standards required.

In addition, our professional, friendly and experienced team are able to skilfully lead the Olevi programme (The Outstanding Teacher programme (OTP) and the Improving Teacher Programme (ITP)) as well as further professional qualifications, such as the NPQML and NPQSL, with outstanding training and enhanced by strong partnership links within our growing Alliance. We place a strong emphasis on using educational research and evidence-informed pedagogy to steer our training, ensuring it is creative, dynamic, effective, and leads to exceptionally positive feedback.

We pride ourselves on spotting talent within our Woodrush team (and the Alliance) and nurturing staff potential, to ensure that every single person aims to achieve their best and is supported to do so at any point in their career. We have a team of Specialist Leaders of Education in school and offer School to School support, which involves our SLEs, Senior team and Teaching staff who can effectively support staff within our school or our Alliance/ partner schools.

Therefore, the experience of the staff at the Woodrush High School is enriched by the many opportunities offered by the Training School (and the staff within the Alliance and partner schools.) Joining Woodrush enables you to have the opportunity to access the high-quality training programmes from within the Training School CPD programme, and offers you the chance to take part in our in-house events, train or support teachers or lead CPD for other teachers from Woodrush, or wider afield. As our Training school continues to grow, so do the opportunities which our staff are offered and can benefit from.





Job Description

JOB TITLE:	Female Physical Disability Support Assistant
GRADE:	SCP 3 to 4 (£14,822 to £15,091)
RESPONSIBLE TO:	SENCO
Contract :	30 Hours per week, Term Time Only, 5 days per week + 5 INSET days Additional 2 hours to accommodate afterschool commitments, to be reviewed each term

Job Purpose:

To work with an individual child, in accordance with the child's Education Health and Care Plan where appropriate, and/or groups of children with additional needs as directed by the SENCO. To provide support to the SENCO/Teacher across a range of child centred activities to promote child development and learning.

Main Duties and Responsibilities:

- To assist in the support of students with additional needs, to enable them to access the curriculum as much as possible
- Use specialist skills/training/experience to support pupils
- Act in accordance with School policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
- Participate in the preparation of the classroom.
- Keep records as required by the School.
- Have familiarity with all relevant EHCPs and pupil profiles specific to the child/ren.
- Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development.
- Support those with special needs.
- Carry out reasonable daily personal care/hygiene duties and administer basic first aid, hoisting and implementing PEEPs including use of a hoist and an evac-chair.
- To be proactive in the ascertaining any necessary preparation that needs to be made in advance and action this where time is allocated
- Receive specific instructions from the SENCO and other professionals, putting their recommendations in to place to benefit our students, including the maintenance of a learning profile folder for all students
- To monitor individual pupil's problems, progress, achievements and condition and report these to the designated supervisor as appropriate
- To assist students to learn as effectively as possible in class, whole school, group, and individual situations
- Assist students to access the normal routines of the classroom
- To establish a supportive relationship with allocated students
- To use advice and implement recommendations from a range of professionals including SENCO and outside agencies
- Promote the inclusion and acceptance of all pupils within the classroom and within the wider school community
- To help promote and reinforce student confidence and self-esteem
- To help keep students on task and build motivation
- Establish productive working relationships with pupils, acting as a role model and setting high expectations



- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- To contribute to SEN reviews and attend any other meeting relevant to the service/student needs
- Act as a Reader or Scribe during routine tests or examinations

Specific roles:

- Provide 1-1 support for specific named students with a recognised high need
- Assistance with the physical needs of named students as required, including personal care and manual handling

Other Duties:

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school;
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities
- To undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this job.
- To undertake health and safety duties commensurate with the post and/or as detailed in the Health and Safety Policy.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by Woodrush High School policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately;
- Being aware of all matters of health and safety related to the working
- A commitment to safeguarding all children
- Confidentiality, respect and understanding
- Whilst the role is predominantly a one to one capacity, there may be some requirement to supervise whole classes occasionally during the short term absence of teachers as instructed

CPD

- Undertake training where necessary to remain compliant and to ensure ongoing professional development to meet the changing demands of Academy growth.
- Sustain an impressive knowledge of developments in strategy, thinking and practice in their key areas.
- Take responsibility for his/her own professional development by actively engaging with and seeking opportunities for learning and development.
- To update yourself with the latest trends of available software solutions and trends in national expectations of data management.

Notes:

The Governing Body reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Academies Equal Opportunities Policy.





Person Specification

Physical Disability Support Assistant Person Specification		Essential	Desirable
QUALIFICATIONS AND TRAINING			
1	GCSE standard Grade C or above in English and Maths	√	
2	At least NVQ Level 1 or equivalent relevant to the post	√	
3	Evidence of further professional development and training and how it has been applied	√	
4	Manual handling including hoist and evac chair usage		√
Experience			
5	Experience of working with young people	√	
6	Experience of working in a Secondary School		√
7	Experience of working as a Teaching Assistant or Learning Support Assistant		√
8	Experience of working in Education		√
9	Experience of working with vulnerable students		√
10	Experience of supporting physical disabilities and/or care		√
Knowledge and understanding			
11	Excellent IT Skills	√	
12	Understanding the national curriculum	√	
13	Knowledge of Ofsted Guidance	√	
14	Understanding of the SEND Codes of Practice	√	
15	Understanding of principles of child development and learning processes	√	
16	Understanding of classroom roles and responsibilities and your own position within these	√	
17	Excellent communication and interpersonal skills	√	
Skills, Abilities and Attributes			
18	Desire to see young people succeed	√	
19	Ability to work as a team	√	
20	Sensitivity in collaborative work with colleagues within and outside of school	√	
21	Expectations of high standards	√	
22	Able to plan, priorities and manage own time effectively	√	
23	High Level of communication skills.	√	
24	Excellent personal organisation and self-motivation	√	
25	Ability to relate well to children, young people and adults.	√	
26	Identifies and overcomes barriers and manage risks.	√	
27	Ability to build supportive relationship with students in line with their needs	√	
28	Flexibility and adaptability with a 'can do' attitude.	√	
29	Good levels of physical fitness	√	
Other Factors			
30	Identifies and promotes best practice and encourage the sharing of ideas.	√	
31	Proactively seek opportunities to increase job knowledge and understanding.	√	
32	Evidence of a commitment to promoting the welfare and safeguarding of children and young people.	√	





How to Apply:

If you would like to join our outstanding team and apply for this post, please complete the application form in full. Please note that incomplete applications may result in possible rejection from the shortlisting process.

Section One: Personal Details

Please ensure that all details are completed including your date of birth. This is to ensure that appropriate identity checks can be made. Ensure your NI number, email address and contact numbers are also included. For Teaching staff please make sure you include your Teacher's number.

Section Two: Education, Training & Qualifications

Please complete this fully and ensure that you have proof available of your qualifications. If you are not in possession of this proof, please be aware that we will require your permission to contact the relevant awarding bodies prior to a firm offer of appointment, should you be successful.

Section Three: Employment/Work Experience

Please ensure that this section is completed fully. If you have gaps in your employment, please indicate the reasons for this. This may be explored further in an interview.

Section Four: Supporting Statement

Please use this opportunity to show your suitability for this post as outlined in the person specification. Your letter of application, which should be no more than two sides of A4 should:

- show your suitability for this post as outlined in the person specification
- give an outline of the impact you have had in your current role on students' outcomes
- tell us why you want to join us at Woodrush
- outline how you will improve levels of achievement further for our students at Woodrush High School.

Section Five: Convictions/Disqualifications

Please be aware that this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

Section Six : References

Please provide two referees and their details. A telephone number or e mail address often makes this process easier and would be much appreciated. The references MUST include your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered. Please be aware that we may approach previous employers to verify particular experience or qualifications.

Section Seven: Declaration

Please be aware that by signing the declaration you are declaring that you are not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body e.g. the General Teaching Council (GTC) and that you either have no convictions, cautions or bind-overs, or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS Disclosure appropriate to the level of the post should you be successful.

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

Safeguarding:

Please note that Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment



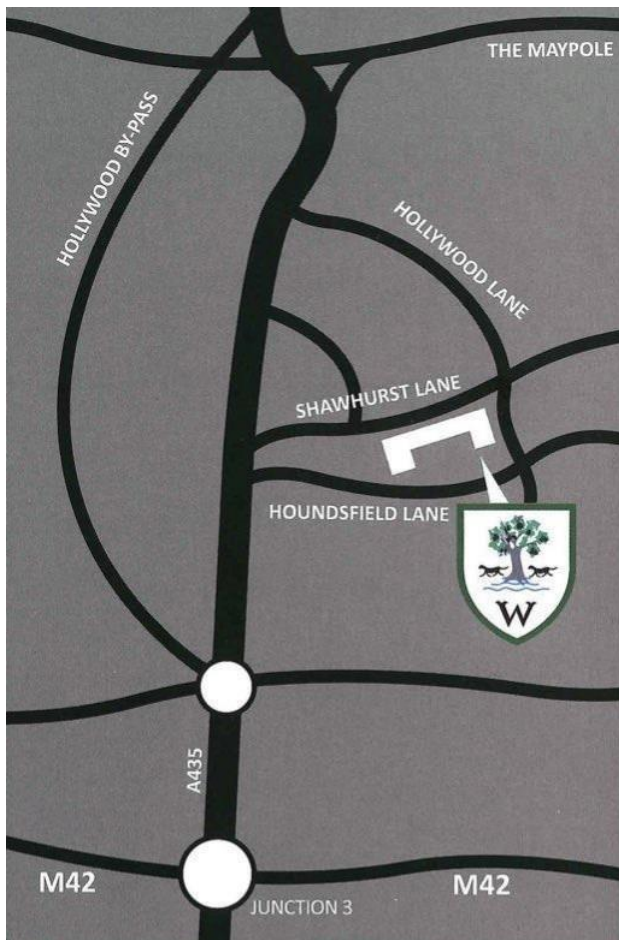
Woodrush High School

An Academy for Students Aged 11-18

Shawhurst Lane
Wythall
Worcestershire
B47 5JW

Tel: 01564 823777
Fax: 01564 820092

Email: office@woodrush.org
Web: www.woodrushhigh.worcs.sch.uk



By Rail

A train from Birmingham Moor Street to Whitlocks End will take around 20 minutes. A taxi from Whitlocks End Station to Woodrush High School will cost about £5.00.

A train from Birmingham Moor Street to Wythall Station will take about 20-25 minutes. This service is less regular than the service to Whitlocks End. A taxi from Wythall Station to Woodrush High School will cost about £4.50.

A2B Taxis- 0121 733 3000

By Car

From junction 3 of the M42 take **A435** exit to **Birmingham**

At the next roundabout take the third exit signposted Wythall/Hollywood. Follow this road until you pass a group of shops on the right (including Spar). Turn right onto Shawhurst Lane. Woodrush High School is on the right. (Postcode for Sat Nav. is B47 5JW)

There is limited parking at the front of the school or alternatively please use the Sports centre Carpark situated to the left of the school main gates. Please press the buzzer for Woodrush and the Receptionist will answer. Please park and come to the main school reception which is signposted