



SEND Support Assistant

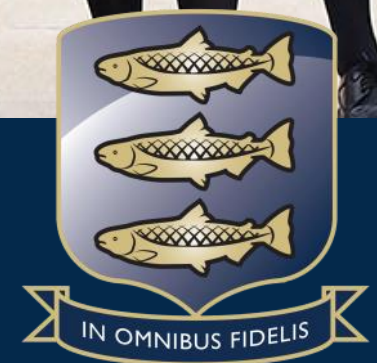
Term-Time only (INSET days paid as overtime when required)

Salary: Scale 3, SCP 4-6 £16,956-17,265 (actual salary)

Permanent

From April 2023

Hours: 8.30am-4.00pm





Headteacher
Michael J Scott
BA(Hons) Exon NPQH FRSA

Thank you for downloading information about the post of SEND Assistant in our fantastic school. The number of pupils on our SEND register is low by national standards so therefore this post offers a unique opportunity to be part of a small SEND team and involved in many different aspects of SEND. The successful postholder will spend some of their time in the classroom but will also work closely with our SENDCO in overseeing pupil reviews and provision updates. They will also have the opportunity to liaise with parents as well as assisting with SEND staff training. It is not a requirement to have worked in a similar role before, but empathy and knowledge of SEND support is an essential requirement for the post.

I am in my sixth year as Headteacher here and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff well-being extremely seriously and our Well-being Charter is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were very recently inspected by Ofsted in November 2022 and the school was judged **outstanding in every category**, placing us in the top 3% of schools. [Please read the report here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

As a small school, there is a real sense of everyone working together when it comes to organising events and supporting house competitions. Our house system is a key feature of our school and fierce (but also friendly!) rivalry is seen at house competitions. Regular attendance monitoring leads to rewards for forms with the greatest number of students hitting our ambitious attendance target of 97%. **Support staff are encouraged to get involved in the wider life of the school, too and we are one staff body at NGHS!**

Our governing body is incredibly supportive and experienced. The school is financially secure and we have been successful twice within four years for government-funded expansions. We are heavily oversubscribed and hold an annual entrance test. We have, on average, 120 girls in each year group. The sixth form is also oversubscribed and we take students from a number of 11-16 and 11-18 high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. If you'd like to speak to me or our talented SENDCO, Mrs Adele Benoit, prior to applying, please contact jobs@nghs.org.uk or call us on 01952 797550. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.



The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two hours of PE.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Art & Technology). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. A new whole-school T&L focus in September 2021 is based around Rosenshine's Principles of Instruction and we are now in Year 2 of this three-year project.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to the call from Ofsted and navigating the Covid19 lockdowns.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are largely based around our fabulous House system.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Wellbeing Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS and staff work together to ensure absences are challenged in line with our attendance policy.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

SEND SUPPORT AT NGHS

SENDCO: Mrs A Benoit

There are currently 33 students on the SEND Register which is around 5% of the school population. Details of the current SEND Register are shown on the right.

Compared to many other schools, the number and proportion of students on our SEND register is very low. This makes provision more difficult as budgets are limited, but the can-do approach of the staff involved in leading SEND means that all students' needs are managed and supported.



The school buys in external support for LSAT and specialist support when necessary. Termly SEND meetings and reviews of Pupil Passports allow students, parents and staff to have a say in how things are progressing and the SEND team pride themselves on the communication they enjoy with parents. There is also a SEND Parent Panel, which meets at least termly and allows not only valuable feedback on SEND provision to be gathered, but also for parents to chat to each other about any challenges they may face outside of school.

In 2022 we changed our provision to three SEND categories; EHCP, SEND Support and Monitored Group. The third category is a fluid list where students who *may* require support are monitored first through quality-first teaching and lesson visits to determine whether further support is required.

Access arrangements are managed by the Exams Officer and include use of laptops, scribes etc. Normally staff differentiate and moderate their approach to meet student needs in the classroom. We look forward to welcoming new ideas to the SEND team through this appointment.

SEND students attain very highly at NGHS. Although very small cohorts can adversely affect results from year to year, in the main results are very positive indeed. The school uses SMID as a data-tracking tool to monitor the progress of all cohorts.

Year Group	No. of students
7	4
8	4 (incl. 1 EHCP)
9	0
10	4
11	5
12	8
13	8
Total	33

Primary SEND need	No. of Students
ASD	1
ADHD	2
ASC	4
Processing/Dyslexia	2
Hearing Impairment	3
Visual Impairment	2
Physical Disability	4
Hypermobility	4
Medical	3
SEMH	5
SLD	3

SUPPORT STAFF AT NGHS—A REAL TEAM EFFORT!

Newport Girls' High School is a small-medium school with just 740 students and around 65 members of staff. There is a real sense of camaraderie and support among the teachers and support staff and there is no divide in terms of opportunities and participation of staff from both teams when it comes to being involved in the wider life of the school. All colleagues are equally valued and appreciated and it is a lovely place to work. All colleagues are used to helping out when necessary to cover absence or to support a colleague at a time of need. This flexibility is appreciated by all at NGHS and makes the team unique. It also contributes to the ongoing success of the team and school.

Our support staff fall into five main groups; administration, pastoral, SEND, finance and technical. The following posts are found within these teams and clear performance management lines exist to ensure clarity and focus, whilst also providing comfort and support when this is needed.

Administration Team

Led by Kathy Jones who is a member of the SLT. Kathy is the school's Operations & Admissions Manager and has overview of NGHS support staff. We also have an HR manager, Data & Exams Officer, Sixth Form Administrator, School Receptionist, Duke of Edinburgh Leader (who also is a Cover Supervisor) and a Reprographics Technician.

Pastoral Team

This comprises our Pastoral and Safeguarding Administrator and two Wellbeing Officers who ensure that girls in Y7-10 and Y11-13 are best supported and their attendance monitored. The team works closely with teaching Heads of Year and is managed by a member of the senior leadership team.

SEND Team

The SEND team is led by Mrs Adele Benoit, our qualified SENDCO. She has been in post since 2019 and was previously our principal art teacher at NGHS. She is supported by a SEND Assistant, who works both in and outside classrooms to provide student support, and a SEND Administrator.



Finance Team

Our finance team is managed by the Finance & Facilities Manager and includes a Finance Assistant who also oversees trips and visits.

Technical Team

This team is managed by a range of staff including our Finance Manager and different members of the senior leadership team. The team includes our Site Manager, caretaking staff, IT Manager, Technician, Senior Science Technician and Science Technician.

The support staff look forward to a new member of the team joining NGHS and hope that this brief introduction demonstrates the importance we place on teamwork and camaraderie, whilst also having the opportunity to work in a pleasant, caring environment.

NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here our winning badminton squad. There is a real sense of friendship and camaraderie between students at NGHS. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Mrs Tomkinson and 10 girls attended a Downing Street reception in 2020 for International Women's Day.



JOB DESCRIPTION—SEND ASSISTANT

Job Role:

- ◆ To take every opportunity to meet the individual needs of students and help them to develop skills necessary for later life.
- ◆ To communicate professionally with all stakeholders in our inclusive, supportive school environment.
- ◆ To support the SENDCO in the day-to-day leadership of all SEND matters.

Responsible to:

Special Educational Needs Coordinator
SLT link to SEND
Ultimately to Headteacher

The postholder will be required to:

- ⇒ Safeguard the welfare of pupils at NGHS at all times.
- ⇒ Provide TA support for SEND pupils identified by the school, including those undergoing a current assessment for SEND.
- ⇒ Support a full range of pupils with a SEND need, including at times 1-1 support of pupils with an EHCP in place.
- ⇒ Support SEND pupils to access classwork when necessary, in particular pupil(s) with an EHCP.
- ⇒ Support all SEND pupils on a regular basis, following mentoring procedures.
- ⇒ Discuss key points during mentoring sessions with pupil and if appropriate, follow safeguarding procedures at all times.
- ⇒ Update all relevant pupil documents and information via the school and recording system on a regular basis.
- ⇒ Follow school operational procedures with regard to data protection and GDPR.
- ⇒ Support the SENDCO with the analysis of test/assessment material and agree actions
- ⇒ Use school data (SMID) to help the SENDCO track and monitor pupil progress
- ⇒ Inform the SENDCO of pupils failing to meet current targets, allocate and carry out appropriate intervention for SEND pupils under the guidance of the SENDCO
- ⇒ Support the SENDCO with Review Week observations in class
- ⇒ Attend weekly pastoral team meetings as necessary
- ⇒ Offer support and advice during assessment and exam season, using guidance in place via the school exam and revision material.
- ⇒ On occasions, support other pupils who are not identified as SEND but who are vulnerable and/or require learning support or have short-term medical needs
- ⇒ Under the guidance of the SENDCO, liaise with parents where appropriate
- ⇒ Accompany students on school trips, as and when required.
- ⇒ When appropriate, provide regular contact to the family over the welfare and progress of specified pupils.
- ⇒ Use specialist skills, training and experience, where appropriate, to support SEND pupils
- ⇒ Establish and maintain productive working relationships with all pupils and staff, acting as a role model and setting high expectations.
- ⇒ Promote the inclusion and acceptance of all students within the classroom by supporting the teacher by managing pupil behaviour to ensure a constructive environment, whilst promoting positive values and attitudes and dealing promptly with conflict and incidents in-line with established policies.
- ⇒ Be aware of and comply with policies and procedures relating to Child Protection, Health & Safety, security, confidentiality and Data Protection, reporting all concerns to an appropriate member of staff.
- ⇒ Attend and participate in relevant meetings and parents' evenings, if required. Notice will be given in advance.
- ⇒ Attend all Parent SEND forum meetings (can be claimed as time in lieu) - 3 evenings per year.
- ⇒ Occasionally provide cover for absent colleagues in particular if the teacher of a class you are supporting is absent.
- ⇒ Undertake CPD in conjunction with your annual performance review, along with other training, (Health & Safety, First Aid, Child Protection etc.), that may be deemed relevant to the performance of this role.
- ⇒ Undertake lunchtime duty when required for 30 minutes of a one hour lunch period and/or run a club or activity at least once per week
- ⇒ Undertake, after consultation, other duties as determined by the Head and Governors that are commensurate with the designation and grading of the post and within the evolving policies of the School.

PERSON SPECIFICATION—SEND ASSISTANT



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. A-levels or alternative KS5 qualifications ii. 5 GCSEs including Maths & English 	<ul style="list-style-type: none"> iii. Teaching Assistant/SEND qualification iv. Bachelor's Degree v. First aid qualification
Experience	<ul style="list-style-type: none"> i. Working in a support/caring/coaching role ii. Working as part of a team in a busy environment iii. Working on his/her own initiative 	<ul style="list-style-type: none"> iv. Experience in a SEND role in a school v. Experience of working more widely in the education sector vi. Pastoral experience in a setting working with young people (school, church, Guides, youth club etc.)
Knowledge and skills	<ul style="list-style-type: none"> i. Common SEND provision types and use of pupil passports/IEPs ii. A responsible and conscientious approach, especially with regard to health and safety iii. Good numeracy & literacy skills iv. Basic IT skills v. How to work in an organised way e.g. multi-task vi. Excellent communication skills 	<ul style="list-style-type: none"> vii. Current national child protection and safeguarding policies (e.g. Keeping Children Safe in Education) viii. More advanced IT skills (such as analysing data in Excel or school databases).
Personal and Professional Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives iii. Empathy with the girls at NGHS iv. High standards in dress, attendance and punctuality v. Flexibility & reliability vi. Suitability to work with children and satisfactory Enhanced Disclosure with the DBS. 	<ul style="list-style-type: none"> vii. Knowledge of issues facing girls in a single-sex, high achieving environment viii. Sense of Humour!

STAFF WELLBEING CHARTER

The Governors, Headteacher and SLT take the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are very supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

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|  <p>A dedicated Staff Wellbeing Committee which meets termly</p> |  <p>Complementary tea, coffee, sugar and milk in the staffroom</p> |  <p>Inclusive staff challenges to bring everyone together</p> |
|  <p>A buddy for new staff who join NGHS for their first year</p> |  <p>Counselling service free to all staff both in-house and externally</p> |  <p>Opportunities for career development always considered</p> |
|  <p>An annual flu jab for all staff available upon request each winter</p> |  <p>Greater PPA time than national and no mainstream cover</p> |  <p>Measured approach to lesson observation, drop-ins and good practice weeks</p> |
|  <p>Calendared wellbeing weeks with no evening meetings/events</p> |  <p>Childcare vouchers scheme for those who have children in regular day care</p> |  <p>Annually reviewed Workload Policy; designed by staff for staff to support reducing workload</p> |
|  <p>Deadlines well publicised and annual calendar consultation</p> |  <p>Staff social evening each term - let your hair down and relax</p> |  <p>Communications policy which protects time outside of school day</p> |
|  <p>No student or class data collected for data's sake</p> |  <p>A flexible and generous approach to family appointments, children's events, nativities, sports days etc.</p> |  <p>SLT Open Door Policy at all times including urgent email for non-school days</p> |
|  <p>Dedicated marking afternoon for all staff during internal exam week</p> |  <p>Complementary Christmas Dinner for all staff each year</p> |  <p>Cake, laughter & friendship in the staffroom</p> |
|  <p>Dedicated classroom wherever possible for all teaching staff</p> |  <p>Thank You Friday reward scheme for staff to share appreciation of colleagues</p> |  <p>A firm commitment to the current DFE Staff Wellbeing Charter</p> |



Please complete the application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad and online name/profile searches for shortlisted candidates.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 20 March 2023 at 9am**. Interviews will most likely be later in the week. Referees must include your current or most recent Headteacher. Letters of application should be addressed to our Headteacher Mr M J Scott.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.