



Teaching and Learning Assistant

Term Time, Fixed Term
Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join our team at Astley Community High School and Whytrig Middle School as a **Teaching and Learning Assistant based**. As our student numbers continue to increase we are looking to add to our experienced team. We have three posts available, two are based within our ARP and one general SEN support. The posts are fixed term until August 2024 in the first instance. This candidate information pack will tell you much more about our schools and the roles available.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

This is a great opportunity to join our team, the role will be working with students across Astley Community High School and Whytrig Middle School in years 7 to 11 who will access the new ASD ARP (Additionally Resourced Provision). This is a new facility on our Elsdon Avenue site which opened in September 2021. You will provide focused support for students with ASD within Astley High and Whytrig Middle Schools. The ARP will aim to meet the needs of identified pupils.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated 'Good' by Ofsted.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Kath Lennon, Assistant Headteacher – SEND / Disadvantaged ACHS/WMS** on **0191 2371505**.



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About Our Schools

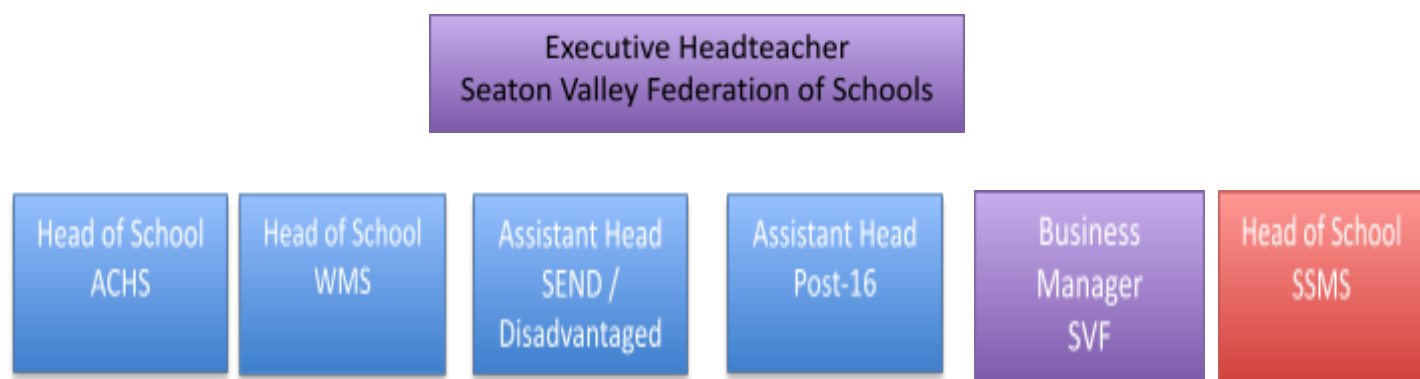
	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	563	137
Seaton Sluice Middle School	9-13	310	N/A
Whytrig Middle School	9-13	286	N/A

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Requires Improvement	June 2018

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach.” Ofsted 2019 (ACHS)

About Our Structure



About the SEN Provision

Over the next few pages you will find the advert, job description and person specification for the post of **Teaching and Learning Assistant**, but we know that you will want to know more about our SEND provision.

Across Astley Community High School and Whytrig Middle School we have a very experienced and dedicated team of Teaching and Learning Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and less able students. The team is coordinated on a day-to-day basis by an experienced SEND Support Officer in each school. The SENCos line manage the Teaching and Learning Assistants within each school and they report to the Assistant Headteacher - SEND & Disadvantaged.

The Seaton Valley Federation has been selected to establish Northumberland's only ASD Additionally Resourced Provision (ARP), located on Astley High and Whytrig Middle School's Elsdon Avenue site in Seaton Delaval. The ARP is housed in purpose built mobile units provided by the Local Authority. It is for pupils from Year 7 to Year 11. The Provision is aimed to meet the needs of pupils who have ASD or similar related diagnosis. Some may have aspects of Social Emotional and Mental Health needs. It is not intended to meet the needs of children and young people with challenging behaviours associated with Emotional Well Being and Behavioural challenges.

We have excellent facilities in terms of SEND teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEND students. The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

Kath Lennon, Assistant Headteacher – SEND/Disadvantaged ACHS/WMS



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Teaching and Learning Assistant

Fixed term until 31 August 2024

30 hours per week, term-time plus one training day

Possible Job Share

Band 2: £18,562 - £18,933 per annum pro rata (£12,662 -£12,915)

Effective support for students with special educational needs and/or disabilities is a key priority across the Seaton Valley Federation of Schools in order to help all students to achieve their full potential. The roles are within a team of experienced Teaching and Learning Assistants who will be supporting children in Astley Community High School and Whytrig Middle School. As our student numbers continue to increase we are looking to add to our team. We are recruiting for three posts, two based in the ARP and one general SEN support.

Working under the direction of the SENCo you will have a track record of supporting students to achieve their targets, supporting the delivery of high quality, accessible curriculum and ensuring that all children have the support to reach their full potential. You will ideally also have 5 A*-C grades at GCSE level (or equivalent) including English and Maths and hold a Teaching Assistant or Special Needs Support qualification with experience of supporting students with ASD. You will also need to be able to form effective relationships with students, staff, parents and fellow professionals.

The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions delivered by highly experienced staff. The expectation is that those accessing the ARP will engage in full time mainstream education, the Teaching and Learning Assistants will be integral in supporting this.

This role will be working five days per week, term-time plus one training day at the start of the school year. It is expected that your initial working hours will be Monday and Wednesday 8.40am to 3.15pm and Tuesday, Thursday and Friday 8.50am to 3.15pm, with a 15 minute morning break and 35 minute lunch break each day, although this working pattern may change from time to time to meet the operational needs of the schools.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by midday on Monday 28 February 2022 by e-mail to vacancies@svf.org.uk** Please indicate clearly the title 'Teaching and Learning Assistant' in the subject field of your email.

Further information about all of our current vacancies is available at: <http://www.svf.org.uk>

**JOB DESCRIPTION AND PERSON SPECIFICATION
FOR TEACHING AND LEARNING ASSISTANT POST**

Post Title: Teaching and Learning Assistant		Director/Service/Sector: Children's Services		Office Use
Band: Band 2		Workplace: Astley Community High School and Whytrig Middle School		JE ref: S1253 HRMS ref:
Responsible to: SENDCo		Date: September 2015	Manager Level:	
Job Purpose: To enable access to learning for students with learning support needs to help them achieve their full potential and to provide general support for teaching and learning, as required.				
Resources	Staff	None		
	Finance	None		
	Physical	Classroom and office equipment		
	Clients	Internal (pupils, teachers and other support staff), external (parents, Children's Services)		
Duties and key result areas: The postholder may be deployed to work in a variety of settings across Astley Community High School and Whytrig Middle School, as directed by the Assistant Headteacher – Inclusion, including working 1:1 or with small groups within a classroom setting, intervention programmes/clubs outside of timetabled lessons (including breakfast/homework/activity clubs) or to provide general support within a lesson that may include SEND students. Duties and Responsibilities 1. Support for Pupils: <ul style="list-style-type: none">• Have up to date knowledge of individual pupils' Education, Health and Care Plans or equivalent assessment Needs.• Use appropriate support strategies to enable students to have access to the curriculum.• Have up to date knowledge of current and target levels/grades for relevant pupils and know how to support pupils in meeting their targets.• Where appropriate support other pupils who have learning support needs• Supervise and support students in their access to learning.• Establish good relationships with students, acting as a role model and responding to the needs of each individual student.• Actively promote inclusive practice within all settings and encourage students to act independently as appropriate.• Follow guidelines with reference to special arrangements in external/internal examinations and statutory tests and support by acting as reader, scribe, prompt etc.• Follow agreed individual programme of work for specified 1:1 lessons or small group interventions• Contribute to preparation of reports for individual students (e.g. EHCP Annual Review or equivalent, School Report)• Attend reviews, multi-disciplinary meetings etc for SEND students as required by the SENDCo.• Support the social and emotional wellbeing of vulnerable students and assist other colleagues with appropriate strategies• Where required, support the physical wellbeing of students including ensuring health and safety risks are managed, accessing first aid assistance etc. 2. Support for teachers: <ul style="list-style-type: none">• Participate in joint planning with relevant teachers to enable support to be best deployed• Where appropriate, liaise with relevant teachers to create differentiated resources.				

- Manage pupil behaviour to facilitate learning of all students in accordance with relevant policies
- Withdraw, under the direction of the teachers, individual students or small groups of students for specific intervention to meet learning objectives.
- Provide feedback to teachers on student progress and any areas of concern
- Support the assessment and tracking of pupil progress and attainment including maintaining records as necessary.

3. Support with the curriculum:

- Maintain a working knowledge of curriculum in relevant Key Stages depending on deployment to support students to access the curriculum
- Support pupils in their use of IT as required.
- Prepare, maintain and clear away equipment and resources, photocopy materials and assist with display in classrooms.

Responsibilities

1. Comply with and assist with the development of policies and procedures relating to child protection, health and safety, equal opportunities, e-safety, confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the schools.
3. Participate in training and development, and other activities that contribute to the management of performance
4. Attend and participate in regular meetings.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
EDUCATION/TRAINING QUALIFICATIONS AND KNOWLEDGE	Good numeracy and literacy skills including NVQ Level 2 qualification in Maths and English (or equivalent) General awareness of SEND Code of Practice and Education Health and Care Plans Awareness of first aid and health/safety Understanding of how to safeguard vulnerable students	5 A* – C at GCSE (or equivalent) Achieved or undertaking a Teaching Assistant or Special Needs Support qualification First Aid Qualification Achieved or undertaking ICT qualification
EXPERIENCE	Experience of working with children of the relevant age. Working in a 1:1, small group and classroom environment	Recent experience of working with children with additional needs within relevant Key Stages. Report writing and record keeping.

PERSONAL QUALITIES, APTITUDES	<p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Professional in attitude and conduct.</p> <p>Can relate well to both children and adults.</p> <p>Can actively self evaluate learning needs and seek out learning opportunities.</p>	
SKILLS	<p>Basic ICT skills</p> <p>Basic office skills e.g. photocopying, filing</p>	Can demonstrate practical application of the principles of child development and the learning process
PHYSICAL, MENTAL AND EMOTIONAL DEMANDS	<p>Involves periods of standing with some kneeling, bending and stretching.</p> <p>Need to remain alert to monitor pupil activity, learning and health and safety risks.</p> <p>Some exposure to upsetting pupil and family circumstances.</p>	
OTHER	<p>Willingness to participate in training and personal development</p> <p>No adverse criminal record</p>	

A = Application

O = Observation

I = Interview

R = References

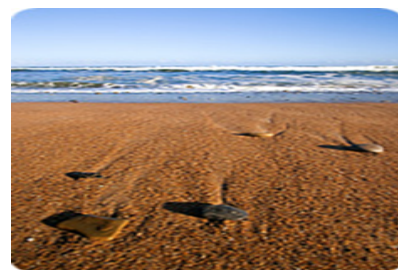
Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-East teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination. Our Equality and Diversity in Employment Policy is available from:

www.svf.org.uk/our-federation/policies

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by midday on Monday 28th February 2022** to: vacancies@svf.org.uk. Please quote **Teaching and Learning Assistant** in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval NE25
OBP Telephone: 0191 2371505
Website: www.svf.org.uk