



HARBOUR
VALE
SCHOOL

TEACHING ASSISTANT

START DATE: AS SOON AS POSSIBLE



SCHOOLS ACHIEVING SUCCESS TOGETHER

Dear Applicant

Thank you for taking an interest in the post of Teaching Assistant at Harbour Vale School.



We are a pupil referral unit, and we educate students who have been permanently excluded or are at risk of permanent exclusion from mainstream education at Key Stages 3 or 4.

We also offer SEMH places at KS4, short term turnaround placements and medical places at both KS3 & 4.

We have a capacity of 38 students, and this is growing each year. The need for specialist and PRU places in Dorset is increasing and with our new school buildings it is possible for Harbour Vale to grow and flourish to support children within our locality.

This is a particularly exciting time to be joining Harbour Vale with the launch of our 'Pathways' programme. A bespoke education offer to support students back into their education journeys and onto their next steps.

As a school we joined SAST in November 2019 and officially became Harbour Vale School. It is fantastic being part of a trust who puts children at the centre of everything they do. Having a sense of belonging and working together with so many experienced colleagues, with great CPD opportunities, collaborative working, learning and support mechanisms centrally. Reinforces the benefits of being part of a Multi-Academy Trust.

In recent years, Harbour Vale School had a huge makeover. We commissioned a new build that included a new reception and classroom, as well as internal renovation work, leaving us with a school that is welcoming, friendly and fit for purpose.

We have robust processes of student induction that includes baseline and diagnostic testing upon entry, which allows staff to plan personalised learning from the moment the students arrive with us and supports positive re-integrations.

Our school values and ethos are centred on students to believe in themselves, feel proud of their achievements and successes, and we aim to support learners becoming more respectful, responsible and resilient learners.

Harbour Vale School has intervention programmes and personalised timetables for each student, and we work collaboratively to promote positive outcomes and celebrate every small win.

We are looking to appoint a Teaching Assistant to start at the beginning of term in September 2024.

If you are passionate about Inclusive Education, have knowledge or experience of SEMH, mental health and student well-being and are up for a challenge, we look forward to receiving your application.

Yours sincerely

Kelly Knight
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 16th December 2024**

The interviews will be held **on Wednesday 18th December 2024**

Salary: Grade 6, Point 6: £18,734 per annum

Contract: Permanent, 32 hours per week, 39 weeks per year (term time plus inset days)

We are seeking to appoint an enthusiastic and resourceful Teaching Assistant to join our team at Harbour Vale School. This post represents an outstanding opportunity for an enthusiastic and qualified member of support staff who is keen to develop professionally in a school that is fully supportive of the importance of inclusion and ensuring that students achieve to the best of their ability.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned by email to: recruitment@sast.org.uk.

You are warmly encouraged to visit our School prior to application, please do not hesitate to contact Naomi Molyneux, Office Manager on office@harbourvale.dorset.sch.uk.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification, and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK-based and your right to work will need to be established as part of the appointment process.

(Internal ID Number: RAF264)

JOB DESCRIPTION

Post: Teaching Assistant

Salary: Grade 6

Main Purpose:

Working under guidance: provide short term support in addressing the needs of pupils who have additional learning needs. This support may include working individually with pupils, working with pupils in small groups, occasionally working with other parties/agencies including parents.

Responsible for working across a discrete range of pupil need, challenging behaviour, anxiety and for the some part delivered on a one-to-one basis.

Main Responsibilities & Duties:

Support for pupils

Work with selected pupils out of the classroom situation. This could include pupils not working to a normal timetable

- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Act as a positive role model
- Network with other teaching assistants, teachers and professionals, eg Inclusion Lead, Assistant SENCO, Year Progress Leaders
- Provide 1:1 provision with certain students

Support for the teacher

- Support pupils' access to learning using appropriate strategies, resources etc
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies to promote positive behaviour and attitudes

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise pupils on visits, trips and out of school activities as required
- Clerical/admin support e.g. dealing with correspondence, making phone calls etc
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & Skills

- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent. NVQ level 3/ BTEC in Learning Support is desirable.
- Know and behave in a way that shows an understanding that positive and encouraging relationships with children is the foundation to helping them be successful.
- Secure IT skills with the ability to not only apply these skills to a range of software but also use these skills confidently.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- To undertake continuous professional development.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the general level and quality of support given to pupils and teachers and to maintain the identified competence of the post holder.

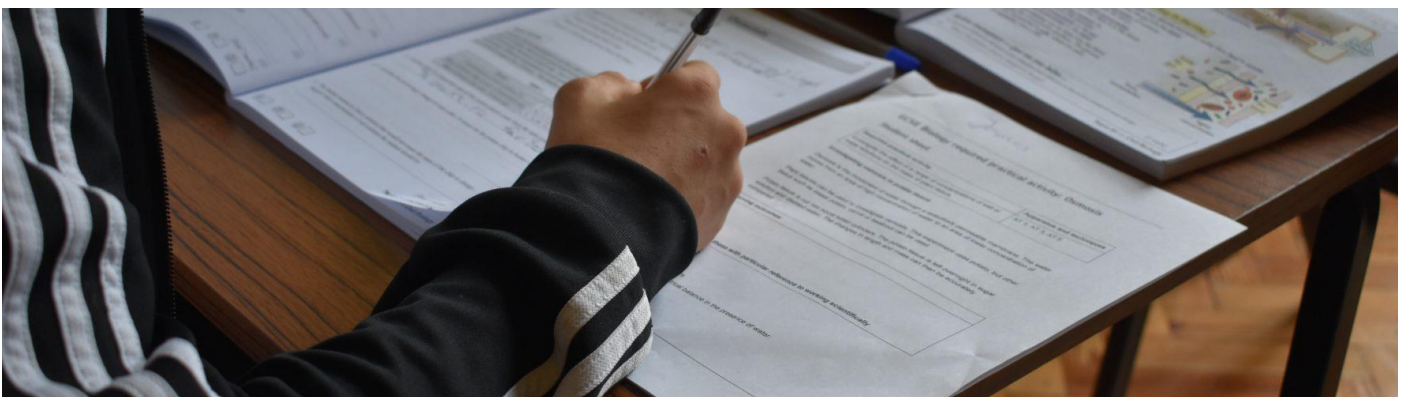
Key contacts and relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support when necessary.
- Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on the named pupil's progress.
- Contact with Year Progress Leaders, Assistant SENCO and Inclusion Lead to provide regular feedback.

Working Environment

- A normal school environment, with a variety of learning environments including classrooms and specialist areas, although the post holder may be involved in external school activities, such as educational visits.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Headteacher.



PERSON SPECIFICATION

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

Essential

Essential criteria are the minimum requirement for the above post.

Qualifications/ training/registrations
Required by law, and/or essential to the performance of the role
1. A qualification for the post would be working towards NVQ/ BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
2. They must have achieved a qualification in English/literacy and mathematics/numeracy, and ideally be working towards Level 3 of the National Qualifications Framework.
Experience
3. Experience of working with children in an educational setting is essential.
Skills, abilities & knowledge
4. Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g., signing, to meet additional educational and communication needs.
5. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
6. Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.
7. Knowledge of legislation and regulations applicable to the support and care of pupils.
8. Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
9. Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

ABOUT HARBOUR VALE SCHOOL

We are a short stay alternative provision for students who have been permanently excluded or at risk of permanent exclusion from mainstream education, (dual registered) students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset. We pride ourselves on having a child-centred approach and embrace the school ethos of:



Promoting responsible, respectful and resilient learners.

We provide students with the right support and interventions that allow our students to be successful, build self-confidence, become more resilient, with a broad and balanced curriculum, alongside a range of activities and opportunities that support them to re-integrate and engage back in mainstream education or a specialist school settings, or move on to college or an apprenticeship.

We provide students with the right support and interventions that allow them to be proud if their achievements and celebrate even the small wins.

Ethos and Values

- **Respect** - People and property and for you to have the right to be respected and be treated fairly
- **Resilience** - Everyone has the right to feel safe & ensure the safety of others. We should help each other, be kind and work in a team
- **Responsible** - Students have the right to learn & the responsibility to make the most of the opportunities given

Everyone will be treated as individuals with different goals, targets and needs



INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

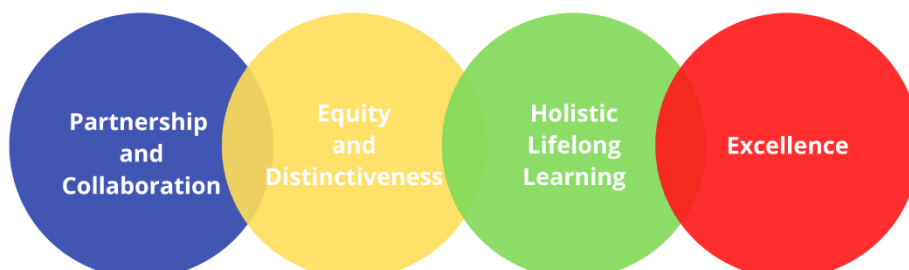
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

