

The main image shows a young man in a white school polo shirt with a Belvue High School crest on the sleeve, playing a drum set. A woman with long blonde hair, wearing a light blue top and a pink cardigan, stands behind him, smiling and holding a cymbal. The background shows shelves with black bags, one of which has 'Windsor' written on it. A blue banner with the school logo is partially visible on the right.

TEACHING ASSISTANT CANDIDATE PACK



**THE WELLBEING OF OUR YOUNG
PEOPLE IS AT THE HEART OF
EVERYTHING WE DO.**

ABOUT US

Belvue High School is a special school that caters for the needs of secondary aged pupils with learning difficulties and associated communication, behavioural, sensory and physical needs.

The wellbeing of our young people is at the heart of everything we do. We believe that prioritising wellbeing and respectful relationships ensures that our young people can maximise the learning opportunities we offer.

One of our greatest strengths is the multicultural dimension that permeates our school. We are proud of the diverse community we serve and of the standard of education we offer through a rich, dynamic and broad curriculum. Creativity, curiosity and independence are central to the learning process. Belvue School is

a happy, safe community where young people are encouraged to carve out their own pathway towards their goals.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can. We encourage our staff team to be reflective practitioners and offer first class CPD opportunities. We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

Belvue School is an upbeat and purposeful community of learners where young people are taught to take pride in themselves and develop into individuals who embrace their disability and recognise their many gifts and talents.



OUR APPROACH TO TEACHING AND LEARNING WITHIN A SEND ENVIRONMENT

At Belvue School, we use the acronym ASPIRE to summarise our philosophy of education:



A

ACADEMIC EXCELLENCE

S

SUPPORT, NURTURE AND THERAPEUTIC CARE

P

PERSONALISED PATHWAYS

I

INDEPENDENCE, LIFE AND WORK SKILLS

R

RESPECT FOR ALL

E

ENRICHMENT AND CELEBRATION

“

**EXPOSURE TO LEARNING AND
KNOWLEDGE SHOULD NEVER
BE LIMITED BY DISABILITY**

”

OUR APPROACH

Belvue School is home to 231 pupils across Key Stage 3 – 5, across three Key Stages in 22 class groups. The school is organised across two sites, with Year 7 pupils occupying a self-contained unit on the smaller site that offers a stepping stone from the safety of a primary school to the complexity and demands of a secondary school with a defined curriculum. The smaller site allows the school to provide a secure base with a nurturing environment that promotes wellbeing and a sense of safety during this transition. Post 16 students provide the catering on that site as part of their work-related learning curriculum and this provides a positive link between the main school and its satellite.

Each class has a teacher supported by one or two teaching assistants. Pupil numbers in each group vary between 6 and 14 depending on the complexity of pupils needs. The groups are ability set within a Key Stage, with Year 7 pupils ability set within the year group. The school is organised in this way to ensure that teaching staff can maximise opportunities for differentiation.

The curriculum at Belvue is unique and customised for our learners. We believe that our young people deserve to experience a range of learning that provokes curiosity and inspires a sense of wonder at the surrounding world; that exposure to learning and knowledge should never be limited by disability. Subject leaders endeavour to design a curriculum that is dynamic, creative and responsive to the needs of young people as they progress through

the school. We aim for a balance between the most relevant aspects of the national curriculum and our commitment to ensuring that our young people are enthused and excited by what they learn. Preparation for Adulthood Outcomes informs each young person's learning journey.

Teaching and learning across the school is underpinned by the standards of the Teach First programme and there is a constant striving for improvement. The core curriculum of Mathematics, English and Personal and Social, Health Education is normally taught by the class teacher whilst the full range of curriculum subjects is taught by specialist teachers. These include Art, Music, Drama, Science, PE and all the technologies.

Assessment for learning is integral to our approach and is recorded using the Earwig platform. To support pupils in assessing their own learning, they have access to a learning journey for all subjects taught.

In line with national guidance the school adopts a multi-disciplinary approach to learning. Staff work collaboratively with a range of other professionals, including Educational Physiologist, Speech and Language therapists and a psychologist to support individualised pathways. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

At Belvue all young people belong to a Vertical Tutor Group, they meet twice a day – in the morning and afternoon. We believe that vertical tutoring is underpinned by the relationships within the group which helps to develop young people's emotional literacy and a growing sense of group loyalty promotes moral and social development. As a school we believe that this is not something that can be taught but, rather, something that should be nurtured and enabled in a variety of immersive ways. We believe that emotional and social skills are not taught but ultimately 'caught' from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity. Relationships and the power of connection are, therefore, central to vertical tutoring – not the teaching of relationships as a topic but the forming of relationships. Neuroscientists have found that, in the presence of a 'good enough' other – for example a teaching assistant, mentor or tutor – new and more sophisticated neural pathways can be formed in a child's developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read their tutees helps learners to recognise their own feelings and emotions. At Belvue, we believe that the provision of merely physical and intellectual care will not foster the firing of neurons which occurs when connections in the brain change in response to experiences.

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes. Skills and knowledge are further honed through interactions with our young people who teach us new things every day. Staff at Belvue know that it is a privilege to work with such an extraordinary group of young people.



WHAT'S GREAT ABOUT WORKING AT BELVUE SCHOOL?



A **vertical tutor system** that puts emotional wellbeing at the very heart of our philosophy



Excellent **CPD opportunities** for all staff at all levels of their careers



A **stable staff team** with exceptionally low turnover



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



PPA for all teaching staff exceeds the national expectations



Staff wellbeing and **workload balance** is fundamental to our approach



A brand **new state of the art building** with an abundance of technology and an award winning woodland pavilion



An **extensive support team** of highly skilled and experienced professionals.

JOB DESCRIPTION

POST TITLE: Teaching Assistant **REPORT TO:** Senior Teacher, Class Teacher, Senior Teaching Assistant

SUPERVISORY RESPONSIBILITY: None, apart from assisting in work familiarisation of new members of staff.

HOURS: 32.5 hours per week

MAIN PURPOSE OF JOB:

- To work under the specific supervision, instruction and guidance of the class teacher to support the teaching and learning activities in the classroom.
- To provide general support to the class teacher in the organisation and management of pupils and the classroom.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- To promote the inclusion of all pupils, ensuring they have equal access to opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

MAIN RESPONSIBILITIES AND TASKS:

Support for pupils:

1. Under the specific supervision of the class team, to work with an individual pupil with challenging behaviour and groups of pupils to deliver learning programmes.
2. To encourage pupils to interact with others and engage in activities led by the teacher.
3. To assist with the general pastoral care of the pupils.
4. To assist the pupils personal care.

Support for the teacher:

1. To prepare and maintain basic classroom resources and equipment as directed by the class teacher and assist the pupils in their use.
2. To prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate.
3. To provide regular feedback to teachers on pupils' achievement and progress. This may include feedback on pupil progress in meeting Individual Education Plan targets.
4. To administer and mark routine tests under the guidance of the class teacher and in line with the school's marking policy.
5. To be aware of the planning of work and activities.
6. To provide general clerical support to the teacher, e.g. photocopying, laminating, filing, etc as required.
7. Support the class teacher by updating and maintaining the school assessment programme, ensuring an accurate and timely record of pupil progress.

Support to the school:

1. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection reporting all concerns to the appropriate named person.
2. To assist with the supervision of pupils out of lesson time but during the school day, within contracted hours as necessary for their safety.
3. To accompany teaching staff and pupils on visits, trips and out of school activities within contracted hours as required.
4. To attend relevant meetings and participate in training and professional development as required
5. To adhere to school health and safety policy including risk assessment and safety systems
6. To adhere to school policy on equality and diversity
7. This role involves safeguarding responsibilities. All staff at Belvue School must adhere to statutory guidance, or safeguarding policy and staff code of conduct in order to fulfil these responsibilities. This also involves staff being responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
8. Participate in wider school community events and activities, such as school fairs, assemblies, open evenings, and enrichment opportunities.
9. Represent the school positively when interacting with parents, carers, and visitors during these events.
10. Contribute to fostering an inclusive and welcoming school environment for all pupils and families.

Support for the curriculum:

1. To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities.
2. To undertake broadly similar duties commensurate with the level of the post as required by the head teacher.

PERSON SPEC

Qualifications and Training	Essential/Desirable	Application form	Interview and Assessment Stage
Good numeracy and literacy skills.	E	X	X

Experience	Essential/Desirable	Application form	Interview and Assessment Stage
Working with relevant age groups within a learning environment.	E	X	X
Working with children with SEND including complex needs.	E	X	X
Demonstrate good numeracy and literacy skills.	E		X
General clerical/administrative work.	E		X

KNOWLEDGE , SKILLS AND ABILITIES	Essential/Desirable	Application form	Interview and Assessment Stage
Work with pupils who are experiencing trauma and emotional difficulties.	E	X	
Work well as part of a multidisciplinary team.	E	X	
Understand and work within classroom roles and responsibilities.	E		X
Use basic ICT including computer, audio, video equipment and a photocopier.	E	X	
Display good keyboard skills and have knowledge of relevant ICT packages.	E		X
Know relevant policies and codes of practice and awareness of relevant legislation.	E	X	
Relate well and build positive relationships with children and adults.	E		X
Demonstrate the ability to liaise with parents and carers sensitively and effectively.	E	X	
Observe, monitor and provide constructive feedback on pupils progress.	E	X	X

PERSON SPEC CONT.

Provide necessary personal care to children including manual handling and toileting.	E	X	
Stay calm and be patient and understanding when dealing with children.	E		X
Use a range of strategies to deal with behaviour in a calm and non-judgemental way, following school guidance.	E	X	X
Successfully complete first aid training as required.	E	X	
Be willing to identify own training needs and participate in training.	E	X	
Be responsible for promoting and safeguarding the welfare of children and young people within the school.	E	X	X





HOW TO APPLY

You can find out more about working at Belvue School at:

- www.belvueschool.com/join-the-team
- www.tes.com

All applications must complete an application form and once completed send email to victoriaom@belvue.ealing.sch.uk
please note CV's will not be accepted.

OUR LOCATION

Based in the London borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Northolt underground station.

BY CAR

Belvue School and College are easily accessible by road, being just a 5 minute drive from the A40 (Western Avenue).

BY TRAIN

Northolt underground station is in Zone 5 on the central line, which is a 10 minute walk from the school and a 15 minute walk from the college.

GETTING TO BELVUE SCHOOL

BELVUE SCHOOL

Rowdell Road
Northolt UB5 6AG
Email: admin@belvue.ealing.sch.uk
Tel: 0208 845 5766

BELVUE YEAR 7 AT KEN ACOCK

Carr Road
Northolt UB5 4RE
Email: belvuecollege@belvue.ealing.sch.uk
Tel: 0208 422 0372

