



WOODCHURCH HIGH SCHOOL

A Church of England Academy



Teaching Assistant Level 3 Application Pack



Let your light so shine before others, that they may see your good deeds and glorify our Father, which is in heaven.

Matthew 5:16



God be
merciful to us
and bless us:
and cause his
face to shine
upon us.
Psalm 67:1

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www.woodchurchhigh.com

LETTER FROM THE HEADTEACHER

Dear Candidate,

I am delighted that you have expressed an interest in working at Woodchurch High School. This pack is intended to provide you with specific information regarding the position and how you will help support pupils and staff within the Academy.

We are seeking to appoint an enthusiastic, experienced and committed Teaching Assistant to work with pupils with SEND, including Autistic Spectrum Disorder, Medical and Physical Impairments, learning difficulties and health care needs.

The successful candidate will be skilful in working with young people. They will have an understanding of the impact of additional needs on pupils learning and demonstrate a commitment to making a difference to the lives of young people. They will also model and promote our Christian values. Commitment, excellent organisational and motivational skills are essential

The successful candidate will be joining an Academy which strives for excellence and is committed to transforming the lives of young people. The academy works tirelessly to ensure all stakeholders flourish in a stimulating, supportive and ambitious climate. We benefit from purpose-built accommodation with excellent facilities. Our vision is 'Let your light so shine before others, that they may see your good deeds and glorify our Father, which is in heaven', Matthew 5:16. Whilst Learning, we are Inspired and develop our Christian Values through experiences as each member flourishes. We aim to raise aspirations, realise potential and develop well-rounded successful teachers and young people.

I look forward to receiving your application.

Yours sincerely,



Mr M Canham
Headteacher



ABOUT THE SCHOOL

Woodchurch High School is a highly successful, larger than average fully inclusive 11-16 comprehensive school, set within a Local Authority which includes some selective schools.

The school is consistently over-subscribed, ranked as the eighth most oversubscribed school in the Liverpool City Region (2018) and is annually the most oversubscribed school on the Wirral (since 2015, school has had more 1st, 2nd and 3rd preferences than any other school with the Local Authority, hearing no fewer than 50 appeals every year since 2016).

At Woodchurch High School, we always place the pupils at the centre of all we do - which has been reflected in all of our Ofsted Inspection reports. We are committed to providing the best possible education for all of our pupils. We work in partnership with parents to achieve this goal.

In July 2024, the school underwent an inspection under section 48 of the Education Act, where we were awarded Grade 1, reflecting that as a school, we were living up to our foundation as a church school. The report we received reflected the good work of the pupils, staff, and our flourishing school community. An extensive enrichment programme is also provided by the school, including a breakfast and homework club. Throughout the year, there are additional lessons at lunchtime and after school. These provide valuable lesson opportunities. We also run a hugely successful Saturday College and hold Holiday Schools. All of this underlines the emphasis we, as a school, put on ensuring pupil progress.

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We are extremely proud to be an inclusive school. We meet the needs of pupils with a range of physical and/or medical impairments, in addition to catering for pupils with Autistic Spectrum Condition. Our successes in this area have been nationally recognised.

To ensure that all our pupils succeed, we focus all our work around our Christian Values and Vision Statement: *'Let your light shine before all, that they may see your god works, and glorify your Father which is in heaven'* (Matthew 5:16).

Every child really does matter. As such, the school consistently seeks to build upon its previous best.

Very few pupils come from each of the eleven ethnic minority backgrounds, although this figure is increasing: e.g. in 2006/07 1.8% were not White British, but in 2024/25 this had risen to 9.2%. Only 5.4% use English as an additional language.

Currently those children in receipt of the Pupil Premium stands at 44% and SEND at 29% of the school population. There are also 21 CLA pupils.

The estate on which the school is situated contains three LSOAs ranked within the top 10% of the most deprived neighbourhoods in the country.

The school has been an academy (SAT) since 2011 and became a 'full' Church of England Academy (having previously been 'A School with a Church of England Trust') in April 2014.

More details about the school can be found on our website: www.woodchurchhigh.com and in our inspection reports, from both Ofsted and the Church of England National Society: <https://www.woodchurchhigh.com/ofsted.php>.



SCHOOL ETHOS

Our ethos is underpinned by Christian Values and principles which are embedded in all our work. The list below gives an indication of the educational direction of the school and demonstrates our philosophy of placing the child at the centre.

Woodchurch High School Church of England Academy is a school which delivers teaching to the highest quality. Teaching that motivates, stimulates and challenges the pupils, whilst taking into account their individual needs. We challenge every pupil to aspire to achieve the God-given potential.

We provide meaningful and personalised curriculum which provides pupils with the knowledge and skills to ensure lifelong learning and to recognise the great value God places on each individual. We provide a curriculum offering equality of opportunity to all, stretching the gifted and talented whilst supporting those who experience a barrier of learning.

CHAPLAINCY

At Woodchurch High School, pupils, through their spiritual and moral education and development, let their light shine, by living out our Christian Values and ethos.

Our Christian ethos and values underpin who and what we are as a school.

The Chaplaincy Team provides opportunities for reflection and character development everyday through Collective Worship and weekly year group assemblies. During Collective Worship we explore and develop an understanding of our values, morality and the Christian faith.



Our Christian Values

- | | | |
|--------------------|-----------------------|--------------------|
| • Justice | • Forgiveness | • Integrity |
| • Endurance | • Compassion | • Humility |
| • Service | • Hope | • Trust |
| • Wisdom | • Thankfulness | |

COLLECTIVE WORSHIP

Each day all pupils take part in Collective Worship unless withdrawn by their parents. As a school, we believe it is important to promote the spiritual, moral, social and cultural development of our pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

PASTORAL WELFARE

To maximise pastoral support, the school is divided into year groups. Leading each year group is a Pupil Progress Leader and an Assistant. Pupils are in mixed gender and ability forms of approximately 22. Each tutor group is registered by the same Form Tutor throughout the five years. This continuity ensures that pupils, parents and carers can forge strong links and positive, trusting relationships with the key pastoral staff.

The pastoral support means all pupils have the benefit of the facilities and curriculum of a large school and, at the same time, enjoy the same supportive, compassionate ethos associated with a small school

BEHAVIOUR FOR LEARNING

At Woodchurch High School, we develop our pupils' social and emotional intelligence. Through the promotion of our Christian ethos and values, we enable pupils to recognise that good behaviour and adherence to codes of conduct, result in sound learning, academic progress and positive relationships.

We believe an ordered, disciplined atmosphere is the best environment for learning. All of our school rules are based upon the simple principles of self-discipline and mutual respect. We place great emphasis on the positive aspects of behaviour by rewarding pupils with praise in lessons, rewards, letters of commendation and prizes for effort and attainment in all subjects. We also promote good attendance and punctuality by presenting prizes and certificates to pupils achieving 100%. Prestige is attached to pupils who have Gold Attendance (97%+). They are presented with a badge to display their success.



PUPIL VOICE

Pupils regularly evaluate lessons and are included in whole-school decisions, such as the appointment of staff. In addition, there is a strong School Council, comprising of representatives from each Year Group. The Head Boy / Head Girl and Deputies also attend Full Governors meetings, when appropriate, at which they make a valuable contribution. Pupils also regularly comment on curriculum subject via online polls/surveys.

In this way pupils are motivated to achieve, develop self-awareness and empathy skills, and so manage their own feelings and have good social skills. In addition, school now also undertakes peer mentoring and support to further enhance pastoral welfare.

The pastoral support means all pupils have the benefit of the facilities and curriculum of a large school, and at the same time, enjoy the same supportive organisation associated with a small school.



INCLUSION

At Woodchurch High School, we recognise and celebrate our differences. It is these differences that enrich our school community: we value all God's children.

We are committed to ensuring that every pupil in our care is given an equal opportunity to develop socially, to learn and achieve, and to enjoy community life at school.

All pupils have access to the same opportunities as their peers through quality first teaching and enrichment.

To achieve this aim, the SEND Team:

Develop strong links with our primary school partners to support transition

Deliver a curriculum appropriate to each child's individual needs, including a range of personalised interventions which enable pupils to progress and reach their potential

Work in partnership with parents and carers to ensure a consistent approach to meeting a pupil's need

Put in place strategies to ensure that all pupils, including those who face barriers to learning and those who are on the Gifted and Talented register, make progress



A VIRTUAL BASE FOR PUPILS

Woodchurch High has special provision for pupils with Autistic Spectrum Condition and other additional needs. Our policy is that pupils follow a personalised learning programme, combining small group social skills classes with mainstream lessons, if necessary with the help of Teaching Assistants.

However, if, on occasions, pupils become overly anxious, they can be withdrawn for individual support. Our Virtual Base enables all pupils with a diagnosis of ASC to develop socially and emotionally, with support, in a caring, compassionate and comfortable environment.



PUPIL PREMIUM

At Woodchurch High School 42% of our pupils access pupil premium funding. The Pupil Premium team lead initiatives through the school and monitor and evaluate the success of programmes and interventions. Please refer to our website for further details.

OUR FACILITIES

Our school building was opened to pupils in September 2010, and officially opened by the Archbishop of York in March 2011.

The state of the art facilities enables our pupils to experience a 21st Century education. The cutting edge ICT, all Google based for both staff and pupils, facilitates their learning so that they can participate, enjoy and achieve their full potential. This is underpinned by an experienced and talented ICT support team

The school grounds have also been redeveloped as part of this build and include a third generation all weather pitch as well as flood-lit multi-use games areas. These facilities are in addition to a well resourced Sports Hall. This houses a dance studio, fitness suite and indoor sporting facilities, used for football, badminton, basketball etc.

There is also a well-established School Farm and environmental area. The award winning farm, which we are immensely proud of, houses over 50 animals. We have a dedicated team of adults and pupils that operate the farm throughout the year.



CONTINUING PROFESSIONAL DEVELOPMENT

We take the development of our staff seriously, and we have a wide range of programmes and professional development opportunities for all staff, regardless of role and experience.

For staff new to school, there is an extensive Induction Programme, as regardless of experience, Every school is different and presents both new opportunities and challenges. The Induction Programme is designed to support staff in settling quickly and seamlessly into their new role, and to thrive and flourish at the school.

For Early Career Teachers, we have a robust programme that consists of face-to-face support sessions, as well as ongoing mentoring and support.

Many staff also access the suite of NPQ qualifications, as well as other developmental opportunities run by a range of other providers, such as the Ambition Institute, and local Higher Education Institutions.

All staff also have unlimited access to support and resources provided by the National College, in addition to ongoing training provided 'in-house', such as coaching and mentoring.

Bespoke support and development is also provided in a supportive staff with career development.

There are also many opportunities to lead CPD within school, and we are always exploring new and exciting ways to further develop our staff.

LIVING AND WORKING IN WIRRAL

Wirral, a peninsular in England, is considered a great place to live and work for a variety of reasons, including its 22 miles of coastline, 50 miles of walking trails, and many outdoor activities, including water sports, wild swimming and golf.

Wirral is close to the cities of Liverpool, Chester and Manchester as well as North Wales. It has excellent public transport links to Liverpool, and is close to Liverpool John Lennon Airport and Manchester Aiport.



WHAT PEOPLE SAY ABOUT OUR SCHOOL



“ I always knew
Woodchurch had an
excellent reputation - it
has not disappointed
-Parent ”

“ The teaching staff put the
children at the heart of
everything they do.
-Parent ”



"Leaders live out the Christian vision and ensure this drives policies and practices. Together, they faithfully recognise the context in which they work, enabling the school to be transformational for students. As a result, students and adults grow and flourish. - Ofsted 2020

"Pupils said that they feel safe and happy in school. Pupils are supportive of one another. They said that bullying is rare. If it does happen, it is dealt with effectively" - Ofsted 2020

"I value the open and honest culture at the school that allows staff to feel part of the decision making processes." - Staff

"As a parent, I feel valued and respected by the school" - Parent

"The school provides strong support for pupils' mental health" - The Governing Body

"School is somewhere I always feel safe" - Pupil

Hope

"Let us hold unwaveringly to the hope we profess, for he who promised is faithful." (Hebrews 10:23)



STAFF WELLBEING CHARTER



Staff Wellbeing Charter

WHS takes the wellbeing of all staff very seriously. The charter below takes into account some of the measures we have in place to assist staff to carry out their professional duties. Our staff are very supportive of each other, we ask all staff to be committed fully to the charter below.



Automated report system
- reducing staff checks.
Reduction of data drops



Staff marking
expectations are
minimum and workload
regularly reviewed



Form Tutor Evenings
reduced by 30 minutes



Counselling/Chaplaincy service
Employee Assist Programme
MHFA Staff Welfare Team



Deadlines well publicised
and annual calendar
consultation



Meetings have a clear
purpose, agendas are issued
in advance, and those leading
meetings ensure they are kept
on track and finish on time



The school will
endeavour, wherever
possible, to champion and
enable flexible working



Half-termly free breakfast for
all staff. Complimentary
Christmas dinner for staff each
year



Timetabled CPD,
Coaching and Mentoring
opportunities



Opportunities for career
development



Paid tuition programme
for vulnerable pupils
Paid Y11 Structured
Revision Programme



Staff wellbeing, leisure
and mindfulness
activities plus termly
staff bulletin



Clear expectations around
communication. There is
no expectation to respond
outside of the school day,
although you can choose
to do so



A flexible and generous
discretionary leave policy



Pupil centralised
sanctions



A fitness suite available
for staff use plus On-site
NHS Private Healthcare
Checks



Your wellbeing matters.
The school is committed to prioritising
and promoting staff wellbeing



Wellbeing is a shared responsibility.
The school is committed to giving all staff the support
they need to take responsibility for their own and other
peoples' wellbeing



THE ROLE

The role

We are looking for a candidate who can support us to build on our strengths and make a significant difference to our everyday practice as well as pupil outcomes. This is a fantastic opportunity to join a highly inclusive school as a Teaching Assistant. The role can be a great platform for experience, especially for candidates who are exploring a career in education and want to be part of and have greater understanding of an inclusive school. This opportunity could also be attractive for job-seekers who are looking to change their professional focus and want to apply their skills and knowledge into education.

The most important aspect of this role is that the successful candidates will have an intuitive ability to connect with vulnerable pupils and meet their needs in order for them to progress socially and academically. Pupils supported by Teaching Assistants have a range of needs, some with complex social and emotional difficulties alongside difficulties with their core academic skills and cognitive functioning. Other pupils have high academic skills but struggle to understand social norms and struggle with their emotional regulation. It is important that whoever is appointed in this role has great inter-personal skills, works in an organised fashion with great communication within a team and independently and models high expectations academically as well as having positive social relationships in order for our young people to have those role models with people they connect with in school.

What Woodchurch High School offers

Our Teaching Assistant team is an incredibly valued part of our staff body. We know how much our pupils benefit from the one-to-one support our Teaching Assistants provide them, both in and outside of the classroom. For some pupils, the bonds they form with their key workers is crucial to their educational and emotional development and in some cases, can make a real difference to the experience they have here at Woodchurch High School.

This role offers you the chance to work creatively with staff and pupils. You will also have the opportunity to get involved in many enrichment and wider-school activities, all of which are designed to expand our pupils' education far wider than what they learn in the classroom.

There is extensive training at Woodchurch High School for the Teaching Assistant team. Our specialist resource provision for autism means our staff receive a high level of learning from outside professionals as well as the management team on a weekly basis. Good practice is shared within the large Teaching Assistant team and you will also have the opportunity to deliver social skills sessions as well as be able to deliver pre and post learning on particular lessons or learning material.

THE ROLE

What you offer Woodchurch High School

With a diverse range of pupils, we are looking for someone who has the ability to motivate and inspire pupils to achieve their best. You will bring enthusiasm and creativity to the role so that pupils, across all abilities, develop a love of learning despite the challenges they face. The ideal person will be a positive role model to our young people, exhibiting articulate communication, be an organised professional and committed to supporting disadvantaged pupils to achieve their best.

At Woodchurch High School we have a proud tradition of developing and investing in our staff. This role offers the opportunity to gain valuable experience in schools, and previous Teaching Assistants have gone on to take up significant role in the school.



RESOURCES

The school is extremely well equipped with two dedicated ICT Suites and several bookable Chromebook trolleys available for pupils use.

The subject area makes full use of Google Workspace as the school has to support work both in the classroom and at home. Google Classroom allows pupils to complete homework online and departmental Google Sites houses Learning Programmes and revision resources.

We have a dedicated Technical Team who support teaching and learning within lessons.

Members of the subject area are supportive and friendly working well with each other as well as other staff within the school.



JOB DESCRIPTION

Post Title: Teaching Assistant Level 3

Reporting to: Headteacher/Social Inclusion Officer

Disclosure Level: Enhanced DBS

Christian Ethos: To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

Job Purpose: To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. (3 days maximum). The primary focus will be to maintain good order and to keep pupils on task. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities. The role will also involve testing pupils literacy levels and supporting in the diagnosis of dyslexia. There will be an area of leadership required within the SEND team.

Specific Duties and Responsibilities:

1. Support For Pupils

- To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance To support
- the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations To focus on individual pupils to ensure their needs are being met within the group To work with other staff to develop and implement the pupil profiles
- To encourage pupils to interact and work co-operatively with others To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement To promote the inclusion and acceptance of all pupils within the classroom To encourage good personal hygiene and assist with necessary self help skills (feeding, toileting, dressing, etc) To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.



JOB DESCRIPTION

2. Support For Teachers

- To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision To liaise with other professionals to ensure an appropriate learning environment To set out, prepare, use and tidy equipment To promote home school partnerships To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required In class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher To provide general clerical support, e.g. administer coursework, produce worksheets for agreed activities, etc. To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support For The Curriculum

- To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs To set out and prepare equipment indoors and outdoors To implement local and national learning strategies, e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills To support the use of ICT in learning activities and develop pupils' competence and independence in its use To help pupils access learning activities through specialist support To determine the need for, prepare and maintain general and specialist equipment and resources



JOB DESCRIPTION

4. Support For The School

- To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour To display pupils work to reflect their achievement To supervise pupils on outings and visits as required To attend staff meetings as required To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school To support and encourage students on childcare courses, work experience, teaching practice, etc. To be a proactive member of the school and class team To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate To undertake planned supervision of pupils' out of school hours learning activities To attend relevant courses and learning activities in order to update knowledge as required To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post



JOB DESCRIPTION

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



PERSON SPECIFICATION

This specification lists the competencies expected of an experienced/fully trained post-holder. E = Essential Criteria / D = Desirable

Qualifications	Level 3 (or equivalent) Teaching Assistant qualification	E
	Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths and English	E
	Additional SEN qualification	D
	Knowledge of hearing aid, cochlear implant and radio aid management	D
	Minimum Level 1 British Sign Language	D

Experience	Recent experience of a school setting and familiarity with the daily routines	E
	Previous successful experience in working with students aged 11 – 16 with complex SEND	E
	Working knowledge and experience of implementing relevant learning programmes/strategies	E
	Experience of supporting hearing impaired children in a school setting and children with visual impairment.	D
	Experience of working with children with language and communication needs.	D
	Experience of working successfully as part of a team	D

Knowledge and Skills	Ability to make resources to support children's learning. Ability to adapt or modify interactions to meet pupil needs	E
	Ability to summarise and present information from observations of pupil performance	E
	Ability to recognise the range and implications of factors that impact pupil behaviour	E
	An understanding of appropriate strategies for behaviour management	E
	Understanding of partnership within schools and the ability to cooperate with staff at all levels	E
	Ability to support teachers in the development of resources and strategies to meet children's special educational needs.	E
	High level of sensitivity and confidentiality in dealing with pupils, parents/carers and colleagues	E
	Ability to communicate effectively with parents/carers and explain relevant information regarding the school and their children's progress.	E
	Skills & experience in working with young people with Social and Emotional Difficulties.	E
	Awareness of mental health issues	E
	Ability to work as part of a multidisciplinary team	E
	Readiness to seek help & support to manage professional issues and problems	E
	High level of motivation and commitment	E
	Good understanding of child development and learning processes	E
	Sound knowledge of the area of specialist support for pupils with visual impairment	E
	Sound knowledge of the causes and patterns of poor behaviour and strategies to address these	E
	Sound knowledge of how children learn and how to create and maximise learning opportunities	E

PERSON SPECIFICATION

Knowledge and Skills	Willing to undertake further child specific training	D
	Preparation and delivery of differentiated curriculum materials for pupils. Understanding of Deaf and Hearing Impaired issues in schools and the wider community	D
	Understanding of visual impairment issues	D
	Ability to communicate effectively with children with a brain injury	D

Special Requirements	Ability to work collaboratively.	E
	Dealing with complex behaviour/ emotional needs	E
	Dealing with complex physical care and personal needs, including lifting and handling	E
	Support complex sensory needs	E
	Attend appropriate in service training as required to address the complex needs of the pupils	E
	Communicate with parents/ carers and other professionals around complex issue/ needs	E



CANDIDATE INFORMATION

INFORMATION ON RECRUITMENT CHECKS

Woodchurch High School will undertake all of the DfE pre-employment checks outlined in the statutory guidance, *Keeping Children Safe in Education*, including:

SAFEGUARDING & ENHANCED DBS CHECK

Woodchurch High School is strongly committed to safeguarding and promoting the welfare of pupils and expect staff to share this commitment and maintain a vigilant and safe environment.

All posts are subject to an Enhanced DBS check, and we will carry out online searches on short listed candidates. All staff will be expected to follow the school's child protection policy, code of conduct for employees in schools and safeguarding policy.

Woodchurch High School is legally obligated to process an Enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website and [here](#)

More information about what will be filtered and will not appear on a DBS certificate can be found [here](#).

If you are unsure whether you need to disclose criminal information, you should seek legal advice or you may wish to contact [Nacro](#) or [Unlock](#) for impartial advice.

For posts in regulated activity, the DBS check will include a barred list check.

It is a criminal offence to apply or accept a position (paid or unpaid) working with children in regulated activity if you are excluded from such work by virtue of a court order or exclusions by the DBS.

Any data processed as part of the DBS check will be processed in accordance with any relevant data protection regulations and the school's privacy notice.

CANDIDATE INFORMATION

CRIMINAL RECORD SELF DISCLOSURE

You may be asked for further information about your criminal history during the recruitment process. We will not ask for any criminal records information unless you are shortlisted for interview. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service. Any convictions shared by self-declaration or those listed on a DBS check will be considered on a case-by-case basis.

OVERSEAS CHECKS

If you've lived or worked outside of the UK for 12 months or more in the last 10 years, the school will require additional information in order to comply with 'safer recruitment' requirements. If you answer 'yes' to the question, we will contact you for additional information.

TEACHER PROHIBITION ORDER AND TEACHER SANCTIONS

We will check for Prohibition Orders and Interim Prohibition Orders for teacher applicants or positions carrying out "teaching work". Further information on teacher misconduct can be found at:

<https://www.gov.uk/government/collections/teacher-misconduct>

We will check for sanctions imposed by the GTCE (prior to its abolition in 2012). You will be required to disclose if you are subject to any sanctions relating to work with children in any country outside the UK.

SECTION 128 DIRECTION

We will check for Secretary of State Section 128 prohibition from management directions for all applicants for management positions within school.

RIGHT TO WORK IN THE UK

The school will require you to provide evidence of your right to work in the UK in accordance with the Immigration, Asylum and Nationality Act 2006.

By completing an application, you agree to provide such evidence when requested.

Any job offer will be conditional on the satisfactory completion of all necessary pre-employment checks, including those as set out in Keeping Children Safe In Education.



RECRUITMENT PROCESS

TO APPLY

Please submit the Support Staff application form, which can be downloaded from the Academy website along with a letter of application of not more than two A4 sides, detailing how your experiences to date qualify you for the post.

Completed applications forms should be sent to Mrs A Bestwick, HR Officer via:
whsrecruitment@woodchurchhigh.com

Application form is available at **www.woodchurchhigh.com/vacancies.php**

FURTHER INFORMATION

The Academy is committed to safeguarding the welfare of its pupils and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate check, checks of the relevant barred/prohibition lists, on line checks and also a right to work check. This pack is intended to provide you with specific information regarding the position and how you will help support pupils and staff within the Academy.

Queries or questions

Contact Amanda Bestwick (HR Officer) **amanda.bestwick@woodchurchhigh.com**



The School is committed to safeguarding children. The successful applicant will require an enhanced DBS check; on line checks of shortlisted candidates will be undertaken as part of our recruitment checks.

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