

Teaching Assistant Specialist Provision for Hearing Impairment



**Newsome
Academy**

RECRUITMENT PACK



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Proud member of Impact Education Multi Academy Trust

Our Academy



It is a privilege and a source of great pride to serve both the school and wider community at Newsome.

We work closely with the community, parents, and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect, and happiness.

It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school.

We believe that the wellbeing and happiness of every child is essential, and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves, and have respect for others.

We aim to consistently promote fundamental British values and pupils' spiritual, moral, social, and cultural development. You will hear the word 'family' mentioned a lot and we operate very much in this way.

Mr Dean Watkin
Headteacher



Are you a talented professional looking for a new challenge?

We are looking for a talented Teaching Assistant who is forward thinking, dynamic and resilient and who, working within the Specialist Provision, will provide high quality support to our learners with additional needs. The colleague appointed will be a natural inspirer, with the ability to work collaboratively with colleagues at Newsome Academy. Any additional experience or interest in key areas such as extracurricular activities/adaptive sports would be welcome.

It is crucial that the successful candidate has a sound understanding of school landscapes and how to achieve success within these parameters. The successful candidate will also be part of the wider wellbeing family.

Department Information

- The HI Specialist Provision has its own teaching spaces and is well equipped with a range of accessible resources to enhance learning.
- The provision works within a mainstream school, to support the learning and welfare of students and deliver the provision within their Educational Health Care Plans. The team includes specialist teachers and experienced ETAs.
- The students have different levels of hearing loss and a diverse range of other needs. Students use assistive technology to improve access to learning and promote their independence.
- The provision offers outreach support to children and young people with a hearing impairment in schools across Kirklees. However, this provision is not part of the role.

Support and Opportunities

- We invest in and support our staff and offer a range of CPD opportunities for career progression.
- We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives.

Job Description

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| Post: | Teaching Assistant |
| Overview: | This post is cited in the Specialist Provision within Newsome Academy which provides support for children with hearing impairment, their families and designated local mainstream schools. |
| Salary: | SCP 7-11 (£20,444 - £22,129 FTE) |
| Actual Salary: | £14,153 - £15,320 (pro rata for fixed term role) |
| Contract Type: | Part time (30 hours p/w) Term Time + 2 Inset Days |
| Contract Term: | Permanent x 1 AND 1 year Fixed Term |

Core Purpose

The Specialist Provision is part of a range of provision for children with hearing impairment in mainstream schools which includes primary provision at Lowerhouses Primary School and KS3 and KS4 at Newsome Academy. These specialist provisions form one of three strands of support for children with: Complex Communication and Interaction Needs, Sensory Impairments and Physical Impairments.

This role is required to work as part of a specialist team including Teachers of the Deaf, Educational Teaching Assistants, a Speech and Language Therapist, Deaf Support Worker and a range of other professionals to support the learning and welfare of deaf children.

The primary focus of the role is to adapt learning to suit the needs of deaf children. This takes place through close liaison with the class teacher and through the provision of in class support. Alongside this, every effort is made to boost the self-esteem of the student and encourage independence.

Outcomes – Role Specific

- Families/carers of children receiving support from the specialist provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families and teaching staff are provided with support and advice to achieve positive outcomes and meet needs.
- Schools and other external agencies are supported as appropriate in assessment of children's needs, in developing effective support strategies, implementation of additional needs and other plans through modelling of good practice.
- Appropriate communication strategies and access arrangements are in place and used effectively to enable access to learning and communication.
- Relevant and appropriate support processes are in place under the direction of the Teacher of the Deaf or Advanced Educational Teaching Assistant.
- Confidence and competence in the use of hearing and assistive technology and support in facilitating student competence.

- Willingness to undertake appropriate training.
- To support students with medical needs if required.

Outcomes – Generic

- Children are able to play a full part in school, community and family life.
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- Staff maintain high expectations of all children to achieve as well as possible.
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and, when required, travel to and from school or to out of school visits and activities.
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests.
- Information Communication Technology (ICT) is used effectively to support learning activities.
- Children's competence and confidence is increased as a result of staff encouragement and feedback.
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes from interventions and actions taken.
- Relevant training and development opportunities are taken up in order to improve practice as required by the Headteacher/Local Authority (LA). This may include shadowing, attending training courses, participating in coaching and discussion with colleagues.
- Positive and quality working practices are in place with host schools.
- There is effective liaison with external agencies.
- The Specialist Provision and school policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.

Person Specification

In order to be shortlisted for this post, you will need to demonstrate in your application that you have the experience and competencies listed below, using examples as evidence. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

For the generic competencies you should show how you meet each competency area only, not each individual example.

For the technical competency, please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

| Achieving Results | |
|--|--------------------------------------|
| Definition: Delivering the service to agreed standards through the effective use of resources | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Is familiar and compliant with legislative requirements and council policies | Application Form / Selection Process |
| <ul style="list-style-type: none"> Performs in a consistent and effective way reflecting on own performance | |
| <ul style="list-style-type: none"> Learns from and corrects mistakes where necessary | |
| <ul style="list-style-type: none"> Meets required individual, team and service objectives | |

| Continuous Improvement and Change | |
|---|--------------------------------------|
| Definition: Considering ways of doing things better, and responding positively to change | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Adapts ways of working as agreed and to time, seeking support if necessary | Application Form / Selection Process |
| <ul style="list-style-type: none"> Is positive about change and encourages others to adapt to change | |
| <ul style="list-style-type: none"> Passes on to managers/team constructive suggestions and ideas on improving services for customers | |

| Customer Focus | |
|--|--------------------------------------|
| Definition: Ensuring the customer receives the right service | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Treats all customers with respect by listening to them, takes action to keep them informed of progress, meets their needs and provides help and advice | Application Form / Selection Process |
| <ul style="list-style-type: none"> Passes on customer feedback | |
| <ul style="list-style-type: none"> Delivers service in a friendly, professional and responsive manner | |
| <ul style="list-style-type: none"> Deal with customer complaint effectively and appropriately | |

| Communication | |
|--|--------------------------------------|
| Definition: Communicate effectively to encourage good working relationships internally and externally | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Is approachable, open and reduces barriers to effective communication | Application Form / Selection Process |
| <ul style="list-style-type: none"> Communicates with people on day to day matters in a form that is appropriate to them and the situation | |
| <ul style="list-style-type: none"> Presents a positive image of themselves and the service | |
| <ul style="list-style-type: none"> Accurately reports, communicates and/or records work activities according to organisational procedures | |

| Leadership | |
|--|--------------------------------------|
| Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Understands how their role relates to service objectives | Application Form / Selection Process |
| <ul style="list-style-type: none"> Maintains a positive approach and takes responsibility at an appropriate level | |

| Personal Effectiveness | |
|--|--------------------------------------|
| Definition: Managing your own workload effectively to achieve agreed levels of performance | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Understands requirements of their role and the contribution that they make | Application Form / Selection Process |

| Team Working and Partnership | |
|--|--------------------------------------|
| Definition: Working cooperatively with others to achieve agreed objects | |
| Examples of key actions | Where identified |
| <ul style="list-style-type: none"> Shares information with the team and others Treats people with respect and fairness Participates and contributes to team planning and discussions in a positive way Recognises when others need help or when work needs to be done and offers support | Application Form / Selection Process |

| Technical Competencies | |
|---|--------------------------------------|
| Specific requirements for this post | Where identified |
| <ul style="list-style-type: none"> • Good general education with equivalent to GCSE Grade 4 or above in maths and English | Application Form / Selection Process |
| <ul style="list-style-type: none"> • British Sign Language qualifications or evidence of a commitment to secure them and recent experience using sign with children/young people | |
| <ul style="list-style-type: none"> • An awareness of how to differentiate language to increase student access to speech and text | |
| <ul style="list-style-type: none"> • Willingness to undertake further training and qualifications | |
| <ul style="list-style-type: none"> • Knowledge of CAF and safeguarding procedures | |
| <ul style="list-style-type: none"> • Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance | |
| <ul style="list-style-type: none"> • The ability to support learning with confident and competent use of information technology is highly desired | |

| Experience | |
|--|--------------------------------------|
| <ul style="list-style-type: none"> • Mainstream and/or special school support experience in the relevant key stage(s) | Application Form / Selection Process |
| <ul style="list-style-type: none"> • Experience of working with children with complex needs | |
| <ul style="list-style-type: none"> • Experience of working closely with families | |
| <ul style="list-style-type: none"> • Experience in modelling effective classroom practice to other staff | |

Impact Education Multi Academy Trust

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consist of seven academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

Our Trust Our Family



Our family of academies work collaboratively to create a trust **Where Hearts & Minds Connect** with value-driven partners to ensure education impacts positively on students, staff and communities we serve.

CEO Message

I am proud to welcome you to Impact Education Multi Academy Trust. The Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged. Our vision is to be a Trust **Where Hearts & Minds Connect**; values-driven partners working collaboratively to ensure education impacts positively on students, families, communities, and staff.

Impact Academies are aligned to the Trust Mission, Vision and Aims. Our Academies have individual identities which reflect the diverse communities they serve. They have the autonomy to create, explore and learn from different practices and our Headteachers believe that leadership and personal accountability are founded on self-direction and reflection.



We believe that collaborative leadership and strong partnership development can lead to a significant positive impact on the quality of education through sharing the best collective practice.

Our values of Heart, Mind and Connect underpin everything we do and our Core Principles and Aims articulate how we will live these out.

Best Wishes,
Mick Kay, Chief Executive Officer & Accounting Officer

Benefits of Joining

All staff within our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. We recognise that your development is important and working for us will mean that you have fully funded access to a suite of 63 courses with Every e-learning including safeguarding and safer recruitment training modules. Our staff can also apply to take part in a range of external development programmes, including NPQs and other role specific CPD is also actively supported e.g Finance qualifications.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform 'Smart Hive', which gives access to a range of benefits:

- Car Benefit Scheme
- Cycle to Work Scheme
- Employee Assistant Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme
- Westfield Health – voluntary Everyday Health Plan – e.g claim back optical and dental payments

We also provide an online HR Policy handbook so that you can easily look up information on areas such as Maternity/Paternity leave, Attendance procedures and requesting special leave.

For further information about working for Impact Education MAT, please visit our website: www.i-mat.org.uk/working-for-us/

How To Apply

To apply, please visit <https://newsomeacademy.co.uk/vacancies/> to download and complete the application form and self-disclosure form, returning these to the HR team at hr@i-mat.org.uk.