

November 2022

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

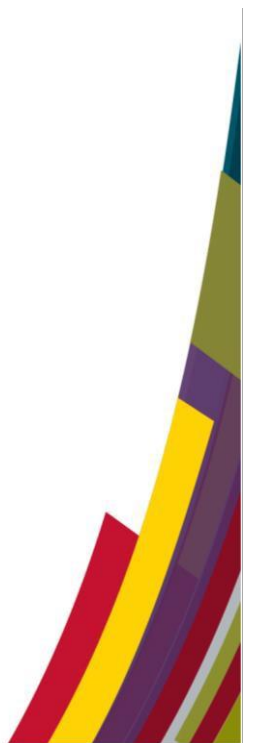
We warmly welcome informal enquiries to the Head of Department, or via our HR Team. The Deputy Heads, Simon Jones and Liz Curtis, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely



Andy Perry
Head Teacher



INFORMATION FOR APPLICANTS

Teaching Assistants (TA1 and TA2)

Closing date: 9.00am on 30 November 2022

The following guidance is to help you to provide the necessary information we need to give your application appropriate consideration and also give you an insight into how your application will be handled.

Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access from [our website](#). Alternatively you can request an application in Word format, or paper copy by emailing vacancies@myton.co.uk and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our [Privacy Notice for Applicants](#).

Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

Online applications via the school website (www.mytonschool.co.uk) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to vacancies@myton.co.uk
- **Postal applications** please address as ***“Job Application for the post of ...”*** to identify it more easily from the general post. *Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.*

References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as “spent”, must be declared. However, certain convictions and cautions are considered ‘protected’ meaning 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 government website

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Should you have any record to declare please provide details on the Declaration form, that will be sent to short listed candidates, and bring this with you to interview in an envelope marked *Confidential* *FAO HR Manager*.

Short-listing

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity.

Contacting You

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve a number of people in the short-listing process or over school holiday periods).

Attending Interview

If you are invited for interview you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one, the Criminal Record Declaration Form (in a confidential envelope) and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

Enquiries

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact vacancies@myton.co.uk or 01926 493805 ext 209/237. Please use email only during school holiday periods.

Thank you for your interest and we look forward to receiving your application by the closing date.

Lisa Taylor
HR Manager

Departmental Information

The Learning, Intervention & Nurture Centre (The LINC)

The Department

We have a strong team of Teachers and Support Staff, with a clear aim of assisting with, and ensuring additional provision for, students with varied, and sometimes multiple learning barriers and needs. We work closely with the school Safeguarding Team, the Student Welfare Manager, Student Support, the Mental Health Lead, Inclusion Team and external professionals and outside agencies.

LINC:	Amy Hawkes – SENCo/Assistant Head for vulnerable students
Student Welfare:	Carolyn Haines - Strategic Safeguarding Lead
Behaviour/Inclusion:	Sally Montague – Inclusion Manager

Facilities and Resources

The LINC has two classrooms for the specialist teaching of Ruth Miskin's Read, Write, Inc accelerated progress programme; phonics; 1 to 1 tuition in Maths and English; small group interventions; 1 to 1 reading support; booster classes; and a spaces where students on personalised timetables can continue their studies in a quiet, positive and encouraging environment. We fully embrace and welcome any student with an Educational Health Care Plan or who may be "Looked After".

We also have 'The Inclusion Centre' building, to deal specifically with vulnerable students needing additional support with social skills and emotional development.

We are continually developing our combined resources and accelerated progress provision to cater for all educational, social and health care needs of our most vulnerable students.

Our vision

We are an inclusive school at the heart of our community where no child is left behind. We are committed to providing an appropriate and high quality education to all students living in our local area. We believe that all students, including those identified as having special educational needs, disabilities, anxiety, learning barriers and multiple and complex needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We are forward thinking and the needs of our students always come first.

We believe that all students should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

We are committed to inclusion. The school's strategic planning for improvement includes the development cultures, policies and practices that include all learners. The LINC aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties or barriers to learning and we will endeavour to respond to learners in ways which take account of their varied life experiences and needs.

Our Achievements

The LINC runs extra-curricular activities before school; at morning break; lunch-time and after school. We have a weekly Disability Sports Club offering Wheelchair Basketball / Boccia / Seated Volleyball, held after school and in liaison with other Special Schools such as Evergreen School – our close neighbour and partner. We also invite students to Equine Therapy, Farm Thursdays (time out of school), TrailBlazers and to spend time with a therapy dog.

All students with any barrier to their learning are encouraged to attend any school trip that is offered, with specialist staff assisting as necessary e.g. Stratford; water sports activities in Newquay; Battlefields in France and Belgium; Auschwitz Concentration Camps in Poland; and Broadway Theatre and Drama workshops in New York.

We regularly participate in local, regional and national disability multi-sports events, with numerous successes and championship titles to our name and visits from Paralympic Athletes to inspire and encourage our athletes of the future.

We are now situated in a new, purpose built department which supports a range of SEND needs.

The Curriculum

The Curriculum is personalised to the educational, social care and health needs of our students. The LINC is ultimately responsible for supporting and accelerating the progress of our students in all curriculum areas of the school.

Exam Access Arrangements are applied for in relation to the JCQ expectations.

Why Join Us?

We are a team who are approachable, flexible, patient and enthusiastic with a sympathetic understanding of the varied needs of all students and a determination to ensure that they all make progress, and will offer you a warm welcome. We offer regular training and professional development opportunities.



Person Specification

Teaching Assistant (TAI)

*A = Application I = Interview

Knowledge and Experience

	Essential	Desirable	How Assessed *
• GCSE pass (C+) in English and/or Mathematics or equivalent	E		A
• Some experience of working with young people for a sustained period (voluntary or paid)	E		A
• A good basic understanding of effective ways to support SEN and disabled students or a willingness to learn through training	E		A
• Awareness of the responsibilities for promoting and safeguarding the welfare of young people	E		A/I
• Knowledge of how to respond effectively to the needs of SEND students and daily changes to routine	E		A/I
• NVQ Level 3 (or equivalent)		D	A
• Experience within a secondary education environment		D	A/I
• Experience of working with/or caring for SEND students ages 11-16 years		D	A/I
• Knowledge of literacy and numeracy interventions		D	A/I

Skills and Abilities

• Able to communicate appropriately with and relate effectively to students and teaching staff	E		I/A
• Able to use initiative to deal with situations	E		A/I
• Able to promote and manage individual and group good behaviour	E		A/I
• Able to react confidently and positively to a variety of situations	E		A/I
• Time management skills	E		I
• Use of ICT to promote learning		D	I/A

Personal Attributes

• Suitable to work with children and safeguard their welfare	E		A/I
• Passionate about helping children with SEN and Disabilities	E		A/I
• Confident, enthusiastic and self motivated	E		A/I
• Patient and understanding of the needs of others	E		A/I
• A flexible approach to daily work schedules and willingness to show flexibility in the role	E		A/I
• A positive approach to personal development and training	E		I
• Willingness to assist with student supervision on trips or visits – local, national and international		D	I
• A commitment to developing learning opportunities inside and outside of the classroom		D	I

Person Specification

Teaching Assistant (TA2)

*A = Application I = Interview

Knowledge and Experience

	Essential	Desirable	How Assessed *
• GCSE pass (C+) in English and/or Mathematics or equivalent	E		A
• Experience of working with young people for a sustained period within Secondary education	E		A
• A good understanding of effective ways to support SEN and disabled students and a willingness to learn through training	E		I
• Awareness of the responsibilities for promoting and safeguarding the welfare of young people	E		I
• Knowledge of how to respond effectively to the needs of SEND students and daily changes to routine	E		I
• NVQ Level 3 (or equivalent)		D	A
• An understanding of the factors behind SEMH needs in students		D	I
• A good understanding of the main SEND needs in the Code of Practice	E		I
• Knowledge of literacy and numeracy interventions	E		I

Skills and Abilities

• Able to communicate appropriately with and relate effectively to students and teaching staff	E		I/A
• A common sense approach to problem solving	E		I
• Ability to assess students' development	E		I
• Ability to plan and deliver intervention groups to promote positive outcomes	E		I
• Able to use initiative to deal with situations	E		I
• Able to promote and manage individual and group positive behaviour	E		I
• Able to react confidently and positively to a variety of situations	E		I
• Time management skills	E		I
• Use of ICT to promote learning		D	I/A

Personal Attributes

• Suitable to work with children and safeguard their welfare	E		I
• Passionate about helping children with SEN and Disabilities	E		A/I
• Confident, enthusiastic and self-motivated	E		A/I
• Patient and understanding of the needs of others	E		A/I
• A flexible approach to daily work schedules and willingness to show flexibility in the role	E		A/I
• A positive approach to personal development and training	E		I
• Willingness to assist with student supervision on trips or visits – local, national and international		D	I
• Commitment to developing learning opportunities inside and outside of the classroom	E		I

Job Description
Teaching Assistant (TAI)

Post Title: Teaching Assistant (TAI): SEND Learning & General Classroom Support
Reporting to: SENCo / Assistant SENCo

1. Job Summary / scope / purpose

- Support the educational, personal, and social development of students with special needs, literacy, numeracy, temporary or permanent disabilities, access or mobility needs;
- Support the aims and ethos of the school;
- Establish positive relations with students and parents/carers to assist student progress and attainment.

2. Key Responsibilities

2.1 Support Teaching and Learning

- Assist in the educational and social development of students under the direction and guidance of the Head Teacher, SENCo, Assistant SENCo and class teachers;
- Assist in the implementation of Pupil Profiles for students to share information with staff;
- Be assigned as a key-worker for monitoring the progress of students with SEND/Pupil Profiles;
- Be assigned to support students in all curriculum subject areas;
- Work with other professionals as necessary;
- Assist class teachers as directed.

2.2 General Support to Students

- Support students with social, emotional and mental health barriers help to develop their social skills;
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.

2.3 Admin Support

- Carry out general administration (e.g. photocopying and clerical tasks) in order to support teaching.

2.4 Support for the School

- Assist in providing an atmosphere in which effective learning can take place;
- Support the promotion of positive relationships with parents/carers and outside agencies;
- Be aware of the confidential nature of issues relating to home/student/teacher/school work;
- Set a good example in terms of dress, punctuality and attendance;
- Work within school policies and procedures;
- Attend staff meetings and training as required;
- Be proactive in matters relating to health and safety.

Any other duties commensurate with the grade of the post at the discretion or direction of the SENCo, Assistant SENCo, Class Teachers or the Head Teacher/Deputy Head.

3. Responsibility for Staff

- The post-holder has no line management responsibility but may assist with support, induction and training of other staff.

4. Level of Supervision

- The post holder will receive direction and supervision from the SENCo, the Assistant SENCo and from class teachers.

5. Summary of main terms and conditions

The above responsibilities are subject to the general duties and responsibilities contained in the Contract of Employment for Support Staff.

Grade	<ul style="list-style-type: none"> • Teaching Assistant (TA1) (Grade A, Scale points 1 to 4 on the NJC pay spine for Support Staff).
Salary range	<ul style="list-style-type: none"> • £20,258 - £21,189 per annum (pro-rata). • The actual salary, based on the hours per week and working weeks plus holiday entitlement per annum, is within the range £16,043 - £16,780 per annum.
Starting salary	<ul style="list-style-type: none"> • The actual salary will be calculated based on the hours per week, the working weeks per annum including a pro-rata holiday entitlement per annum. • The starting salary will normally be at the minimum of the salary scale, unless incremental points are awarded for previous skills and experience. Thereafter, progression will be by annual increments, subject to satisfactory performance.
Hours	<ul style="list-style-type: none"> • The appointment is for 33.5 hours a week over 5 days per week. • Hours of work (start and finish times) will be as agreed with the line manager but are likely to be approximately 8.30am to 3.30pm (except for Mondays, 4.30pm finish for staff meeting) including an unpaid lunchbreak of at least 20 minutes. • Due to the nature of the role some flexibility in working hours may be required (e.g. for attendance at meetings and extra-curricular activities).
Working Weeks	<ul style="list-style-type: none"> • Term-time (38 weeks a year) plus an additional five Staff Training days a year (i.e. 39 weeks).
Probationary period	<ul style="list-style-type: none"> • New appointments are subject to successful completion of a probationary period (typically 6 months or 1½ terms).
Supervision of /support for students	<ul style="list-style-type: none"> • As part of your responsibilities you may be required to assist with the supervision of students at break or lunch time, or assist with students during Form Time, or with assisted reading.
Notice period	<ul style="list-style-type: none"> • A minimum of one month in writing to end at the end of a calendar month (i.e. at least one complete calendar month).

- The job description outlines in general terms the main responsibilities of the role, which the post-holder will be expected to undertake. It does not list all the tasks and duties of the post-holder or specify the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The responsibilities described may vary or be amended from time to time without changing the overall level of responsibility associated with the post.
- The job description may be reviewed and amended from time to time by the School in consultation with the post-holder, to reflect or anticipate changes in the job commensurate with the grade and job role.

The Teaching Assistant needs to:

- Avoid creating a dependency culture where students rely on you to complete work;
- Listen to and understand the concerns of colleagues;
- Know about the SEND students/more able students in the group;
- Be constructive and encouraging;
- Be flexible in negotiation;
- Decide on priorities for intervention;
- Use observational skills to determine help required by students;
- Read the Pupil Profiles, Provision Mapping, EHCP and know what targets the subject teacher has set, as you have a role to play in helping the students attain these targets;
- Talk to Teachers and review your role to check that the support you are providing is effective and meets everyone's needs – students', class teacher and yours;
- Use Merits, postcards, positive phone calls home and rewards whenever possible;
- Liaise weekly with teachers to create planned, in-class support.

Ways of working in the classroom.

The SEND students remain the responsibility of the class teacher; however there needs to be negotiation to make the most of support. The partnership needs to take into account the subject expertise of the Teaching Assistant but the supporting adult should always be given copies of content/materials in advance.

- The Teaching Assistant works with individual/small group or takes the class while the Teacher works with a small group;
- Can assistance be given in preparing resources or helping to find additional material?
- Define the nature of help to targeted students e.g. check comprehension, keep on task, or give rapid feedback and praise, remind them of task, suggest ways of tackling a problem;
- With individuals or groups, break tasks into manageable chunks, differentiate, explain or clarify, introduce new activities, highlight new concepts and relate them to old, encourage reflection by effective questioning for deeper learning.

Job Description

Teaching Assistant (TA2)

Post Title: Teaching Assistant (TA2) SEND Learning Needs: General Support
Reporting to: Assistant Head/SENCo and Assistant SENCo

1. Job Summary / scope / purpose

- Support primarily for students with any of the four categories of learning needs;
- The principle responsibility of the role is to provide specific one-to-one & group support to students with learning barriers that require more specialist intervention (all curriculum subject areas);
- The general responsibility is, under the teacher's guidance, to support the educational, personal, and social development of students with special needs, literacy, numeracy, temporary or permanent disabilities, access or mobility needs, and establish positive relations with students;
- Support the Assistant Head & SENCo / Assistant SENCo, and the aims and ethos of the school;
- Establish positive relations with students and parents/carers to assist student progress and attainment and support the ethos of the school.

2. Key Responsibilities

Support for General SEN & Disability Learning Needs

- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities;
- Assist in the educational, social and emotional development of students under the direction and guidance of the Assistant Head/SENCo; Assistant SENCO and class teachers;
- Implement structured learning activities and assist individual/groups of students to complete tasks;
- Plan, deliver and assess individual/small group work with students in the classroom or The LINC;
- Develop positive relationships with students and staff to assist student progress and attainment;
- Assist in devising students' individual targets and their monitoring and review;
- Be assigned as a key-worker for monitoring the progress of students with learning needs / updating pupil profiles;
- Assist in the development of varying skills that support students learning;
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.

3. General Responsibilities

3.1 Support for the Teacher

- Assist in the monitoring/recording of students' progress, problems and development needs;
- Assist in the production of teaching aids / tool box aids for students;
- Assist in student supervision within the classroom;
- Undertake classroom administrative tasks including class lists, student records;
- Provide information to the class teacher to assist in the planning of work programmes;
- Liaise with the Student Welfare Manager in respect of student absence;
- Assist with arrangements for learning outside of the classroom;
- Monitoring the impact of SEND interventions;
- Administer routine tests and assist as a scribe/reader in the invigilation of exams.

3.2 Support for the School

- Assist in providing an atmosphere in which effective learning can take place
- Support the promotion of positive relationships with parents/carers and outside agencies
- Work within school policies and procedures
- Be aware of the confidential nature of issues relating to home/student/teacher/school work
- Be proactive in matters relating to health and safety
- Attend staff meetings and training as required.

3.3 Support for the Curriculum

- Assist in the delivery of appropriate programmes of work
- Support the use of ICT in learning activities.

Any other duties commensurate with the grade of the post at the discretion or direction of the Head Teacher, Deputy Head, Assistant Head/SENCo and Assistant SENCo

3.4 The Teaching Assistant needs to:

- Avoid creating a dependency culture where students rely on you to complete work;
- Listen and understand the concerns of colleagues;
- Know about the SEND students/more able students in the group;
- Be constructive and encouraging;
- Be flexible in negotiation;
- Decide on priorities for intervention;
- Use observational skills to determine help required by students;
- Read the Pupil Profiles, Provision Mapping, Statements/EHCP and know what targets the subject teacher has set, as you have a role to play in helping the students attain these targets;
- Talk and review your role to check that the support is effective and meets everyone's needs students, class teacher and yours;
- Use postcards, positive phone calls home and rewards whenever possible.

3.5 Ways of working in the classroom.

The SEND students remain the responsibility of the class teacher however there needs to be communication to make the most of support. The partnership needs to take into account the subject expertise of the Learning Support Assistant but the supporting adult should always be given copies of content/materials in advance.

- The Teaching Assistant works with individual/ small group or takes the class while you work with a small group;
- Define the nature of help to targeted students e.g. check comprehension, keep on task, or give rapid feedback and praise, remind them of task, suggest ways of tackling a problem;
- With individuals or groups, break tasks into manageable chunks, differentiate, explain or clarify, introduce new activities, highlight new concepts and relate them to old, encourage reflection by effective questioning for deeper learning.

4. Responsibility for Staff

- The post-holder has no line management responsibility but may assist with support, induction and training of other staff.

5. Level of Supervision

- The post holder will receive direction and supervision from the Assistant Head/SENCo, the Assistant SENCo and from class teachers.

6. Summary of main terms and conditions

The above responsibilities are subject to the general duties and responsibilities contained in the Contract of Employment for Support Staff.

Grade	<ul style="list-style-type: none"> • Teaching Assistant (TA2) (Grade B; scale points 5-7).
Salary range	<ul style="list-style-type: none"> • The full-time equivalent salary is £21,575 - £22,369 per annum (pro-rata). • The actual salary, based on the hours per week and working weeks plus holiday entitlement per annum, is within the range £17,086 - £17,714 per annum.
Starting salary	<ul style="list-style-type: none"> • The starting salary will normally be at the minimum of the salary scale, unless incremental points are awarded for previous skills and experience. Thereafter, progression will be by annual increments, subject to satisfactory performance. • The actual salary will be calculated based on the hours per week, the working weeks per annum including a pro-rata holiday entitlement per annum.
Hours	<ul style="list-style-type: none"> • The appointment is for 33.5 hours a week over 5 days per week. • Hours of work (start and finish times) will be as agreed with the line manager but are likely to be approximately 8.30am to 3.30pm (except for Mondays 4.30 pm finish for staff meeting) including an unpaid lunchbreak of at least 20 minutes. • Due to the nature of the role some flexibility in working hours may be required (e.g. for attendance at meetings and extra-curricular activities).
Working Weeks	<ul style="list-style-type: none"> • Term-time (38 weeks a year) plus an additional five Staff Training days a year (i.e. 39 weeks).
Probationary period	<ul style="list-style-type: none"> • New appointments are subject to successful completion of a six month probationary period (or 1½ terms).
Supervision of students (Duties)	<ul style="list-style-type: none"> • As part of your responsibilities you may be included on the rota for lunchtime supervision and break-time duty as part of your contractual working hours.
Notice period	<ul style="list-style-type: none"> • A minimum of one month in writing to end at the end of a calendar month (i.e. at least one complete calendar month).

- The job description outlines in general terms the main responsibilities of the role, which the post-holder will be expected to undertake. It does not list all the tasks and duties of the post-holder or specify the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- The responsibilities described may vary or be amended from time to time without changing the overall level of responsibility associated with the post.
- The job description may be reviewed and amended from time to time by the School in consultation with the post-holder, to reflect or anticipate changes in the job commensurate with the grade and job role.

CONDITIONS OF SERVICE FOR SUPPORT STAFF

Summary for Applicants

The terms and conditions of employment are stated in full in the contract of employment. A summary of the main terms and conditions is outlined below. Applicants can request details on any terms and conditions not specified below from the HR Department.

Working Hours

Your normal working week will be as specified in the job description. The standard working week for full-time employees is 37 hours a week. The job description will specify whether your post is for work during term-time only, whether you are required to work during school holidays and Training Days whether you are required to work regular or occasional additional hours or overtime.

Salary and increments

The salary is normally based on an incremental scale. Subject to satisfactory service and at least six months' service in the grade, an increment is payable on 1st April each year until the maximum of the grade is reached subject to satisfactory performance.

For term-time employees, the annual salary is calculated on the number of weeks worked plus statutory annual leave and a pro-rata holiday entitlement for additional holiday above the statutory minimum. This is paid in equal monthly instalments throughout the year or for the duration of the contract.

The salary in the first year of employment will reflect the working weeks remaining in that leave year and therefore may be different to salary paid thereafter. Further details will be outlined in any offer of employment.

Probation Period

This appointment is subject to a 1 ½ terms or six-month probationary period.

Notice Period

You are required to give one month's notice in writing to terminate your employment.

Annual Leave

22 days' annual leave entitlement plus 12 Bank/Additional Holidays, rising to 25 days after 5 years' service (salary calculations for leave will be on a pro-rata basis for part-time staff, except for the statutory minimum entitlement).

Pre-employment checks

ID Checks: We will need to see original documentation that verifies your name, any change of name, date of birth, current address and photo ID. This will normally always include a birth or adoption certificate and a passport (if the applicant holds a passport).

Criminal Record: All employment within a school requires an Enhanced Disclosure from the Disclosure and Barring Service (previously the Criminal Records Bureau). It is therefore essential that you are willing to complete a Disclosure application if offered the post. The Disclosure will include details of any cautions, reprimands or final warnings, as well as convictions, including otherwise "spent" convictions and other relevant information, such as police enquiries and pending prosecutions. Further information can be found at <https://www.gov.uk/criminal-record-checks-apply-role>.

Eligibility to Work in the UK: Under the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who is not entitled to live and work in the UK. The successful applicant is therefore required to produce one or more documents as specified in the Home Office list of approved documents as proof of his/her eligibility to work in the UK.

<https://www.gov.uk/government/publications/right-to-work-checklist>

Qualification: The successful candidate will also be asked to produce original certificates for any qualifications they hold which are relevant to the post to which they are appointed.

Health: The successful candidate will be required to complete a confidential medical questionnaire which will be assessed by our Occupational Health provider to ensure that s/he is able to meet the requirements of the role. In some circumstances a medical examination by a registered medical officer may be required.

Pension provisions

If you are over 16 you will automatically join the Local Government Pension Scheme (LGPS) unless your employment is on a casual basis. If you have made, or wish to make, alternative pension arrangements (e.g. the State Earnings Related Pension Scheme or a personal pension from an independent provider) you must apply to 'opt out' of the Local Government Scheme.

Continuous service

Myton School is an Academy Trust and therefore an employee's continuous service starts from the date s/he joins Myton School. The exception would be in the event of a redundancy where the academy recognises the effect of the redundancy payments (continuity of employment in local government, etc.) (modification) order 1999.

SUPPORT PROGRAMME FOR NEW STAFF

Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to Westfield Health, providing staff with free information, support and advice, including telephone or face to face counselling.

Mentors and Buddies

All new staff will be 'buddied' with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

Early Career Teachers (ECTs):

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop-in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for **all newly appointed colleagues** Including regular monitoring, feedback and support.