

Vacancy: Learning Support Assistant (yrs 8-11)

Castlewood School

Date: June 2024



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Building Confidence and Self Belief

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Dear Applicant,

Thank you for your enquiry regarding the above position. The post is offered on permanent contract on the NJC Pay Spine.

The school is at an exciting phase in its development being sponsored by Manor Hall Academy Trust since September 2020. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, and supporting statement via the link to mynewterm. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post, it should be no more than two sides of A4.

Applications must be received by the closing date **Monday 8th July 2024 at 12 noon**

Yours faithfully,

Trevor Scott
Head Teacher





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About Castlewood School



The school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.



All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball and trampolining
- Lower School outside gym and play area
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens and the
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening

their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is '**Building Confidence and Self Belief**' so you can see this is not merely a slogan but a guiding principle for whole school improvement.

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Remuneration

The salary for the post will start from £17,974 to £18,225 (actual salary pay award pending) on GR 4 scale point 5-6, dependent upon experience / continuous service.

Contractual Hours are **32.5 Hours**

A pension is also provided (LGPS).

The Application Process

The closing date for applications is **12:00 noon 8th July 2024**.

Interviews will take place on **week commencing 17th July 2024 time to be confirmed**

Please follow the link to Mynewterm and register with them to be able to complete an application form, to tell us what you can bring to the role and why you feel Castlewood School is a good match for you.

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

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Safeguarding

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

Information for Job Applicants - Safeguarding of Vulnerable Groups, including children

Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information



Job Profile

MANOR HALL ACADEMY TRUST	
Post Title	Grade
Learning Support	Grade 4

Main Purpose of the Role:

To work within the school to support teaching & learning and the holistic development of pupils. This may include working within classrooms and small groups or with an individual.

Support for Pupils

- Supervise pupils within individual, small group and whole school activities including lunchtime and breaks.
- Attend to the personal, social, emotional and mental health needs of pupils on a daily basis and report any concerns to senior staff.
- In regards to academic and personal progress, support assessment of pupils and discuss with teaching staff.
- Implement strategies from the pupils Educational Health Care Plans (EHCP's)

Support for the Teacher

- Support pupils' access to learning using identified and prescribed strategies, resources etc.
- Report back to teaching assistants/higher level teaching assistances pupil responses in order that learning activities may be adjusted as appropriate.
- Under the supervision of senior staff observe pupils' responses and progress against targets set and record using provided systems.
- Contribute to the teacher's recording and reporting of pupils' achievement, progress and other matters. On request gather appropriate evidence.
- Assist in keeping up records and evidence of learning as agreed and with support from colleagues.
- Assist in following and implementing appropriate pupil behaviour management plans and programmes.
- Establish positive relationships with parents/carers and staff.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes under direction of colleagues.
- Under direction of teacher prepare and use specialist equipment, plans and resources to support pupils.

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- Be aware of the need for different teaching and learning approaches that support pupils access to learning.
- Support pupil's use of ICT in their everyday life, as a means of communication and to access the curriculum.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes.
- Contribute to the overall ethos/work/aims of school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the county council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.



**Person Specification
Role**

Essential Criteria	Measured By
<p>Experience</p> <p><u>Essential</u></p> <ul style="list-style-type: none"> An interest in children & young people and the skills to develop positive relationships. <p><u>Desirable</u></p> <ul style="list-style-type: none"> Experience of working with SEMH pupils. Experience of working with pupils with additional needs. 	<p>AF/I</p>
<p>Qualifications/Training</p> <ul style="list-style-type: none"> Good numeracy/literacy skills equivalent to GCSE C and above. NVQ 2 for Teaching Assistants (or demonstrates equivalent knowledge, skills and experience). <p><u>Desirable</u></p> <ul style="list-style-type: none"> First aid training as appropriate. 	<p>I</p>
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> Ability to relate to children and adults. Understanding of areas of learning, e.g., SEN. Effective use of ICT to support learning. Use of other equipment technology – video, photocopier. Work constructively as part of a team. Good communication skills. <p><u>Desirable</u></p> <ul style="list-style-type: none"> Understanding of relevant policies/codes of practice. 	<p>AF/I</p>