

Information for Applicants

General Teaching Assistant

Grade CD – Point 3 – 4

Midday Supervisor Assistant

Grade AB – Point 2

Permanent – Term Time Only plus 5 training days

Monday – Friday: 8.20am till 3.30pm

Required September 2024

Sherburn High School
Garden Lane
Sherburn In Elmet
Leeds, LS25 6AS

Tel: 01977 682442

Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: General Teaching Assistant with MSA Duties

I am delighted that you are interested in joining “Team Sherburn” as a member of our Support Team. Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under a 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website www.sherburnhigh.co.uk. and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'. The signature is written in a cursive style.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of General Teaching Assistant, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
 - Experience
 - Skills and Knowledge
 - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

Timeline for the Selection Process

Closing time/date for applications	9am Monday 8 th July
Shortlisting	Monday 8 th July
Invitation to interview by telephone/ Confirmation by email	Tuesday 9 th July
Interview day	Thursday 11 th July

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

Appendices



Achievement for all

1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of General Teaching Assistant and Midday Supervisory Assistant
3	SEN Department Team Information
4	Whole school Information
5	Local Area Information

Appendix 1: The School Visions and Values Statement



Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future - Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> • Physically and mentally healthy • Informed risk takers, problem solvers and critical thinkers • Articulate communicators • Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> • Tolerant and respectful of others: different people, places and cultures • Responsible, aware and engaged citizens: locally, nationally and globally • Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> • Develop mathematical fluency and essential literacy skills • Be taught a broad, rich and age appropriate programme of study in every subject • Stimulating and exciting learning experiences both within and beyond the 'classroom' • Opportunities to take part in sport, performance and other creative activities • Careers education and guidance

Appendix 2a: Job Description 1



Achievement for all

JOB TITLE:	General Teaching Assistant
GRADE:	Grade CD, Spinal Point 3 to 4
HOURS PER WEEK:	31.67 Hours per week - Term time only
WORKING PATTERN:	Mon – Friday: 8.20am till 3.30pm
RESPONSIBLE TO:	Headteacher / SLT / SENCO
RESPONSIBLE FOR:	To work with and under the direction of the teaching or other professional staff, in delivering the learning process.
JOB PURPOSE:	To work with teachers to support teaching and learning. Working purposefully with individuals or small groups of young people under the direction of teaching staff. To have responsibility for learning activities within the overall teaching plan. To work within the classroom or another appropriate location within the school to deliver support/ intervention for young people.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> ● Support within curriculum areas with learning activities as directed by the teacher. ● Work alongside staff to feedback on learning, behaviour, participation and achievement. Keep records to support the planning and evaluation of the learning process in respect of groups and individual students. ● Interact with young people in ways that support their metacognition, including the use of careful questioning. ● Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies. ● Support young people in their social and emotional wellbeing. Implementing related programmes, including social, health and physical needs. ● Assist in escorting and supervising young people on educational visits and out of school activities. ● Undertake break/ lunch supervision as required.
Communication	<ul style="list-style-type: none"> ● Under the general direction of the teacher participate in establishing and maintaining effective relationships with young people, parents/carers and with other agencies/professionals. ● Communicate effectively with all young people, families, carers and other agencies / professionals.

Sharing information	<ul style="list-style-type: none"> ● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets. ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Carry out tasks associated with young peoples' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. ● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> ● Prepare differentiated materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying young person's work. ● Support the use of ICT and adhere to relevant policies. ● Supervise and provide access arrangements for young persons sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations ● Participate in staff meetings, staff training and other CPD. ● Take an active participation in appraisal and self-development.
Health & Safety	<ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> ● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> ● Promote inclusion and acceptance of all young people and staff. ● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> ● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human
	rights and working with others to keep vulnerable people safe from abuse and mistreatment

- The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED **POST HOLDER**

NAME & DATE

SIGNED **LINE MANAGER**

NAME & DATE

Appendix 2b: Person Specification 1

Job Title: General Teaching Assistant

Essential on appointment	Desirable on appointment	
Qualifications and Training		
<ul style="list-style-type: none"> • Maths and English GCSE or equivalent or be in progress to attain these. 	<ul style="list-style-type: none"> • Relevant NVQ level 3. • Appropriate first aid training (dependant on the school's needs) 	
Experience		
<ul style="list-style-type: none"> • Appropriate experience of working with children in a learning environment. 	<ul style="list-style-type: none"> • Experience of working with students who have specific learning needs. 	
Skills and Knowledge		
<ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/young people have differing needs • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy skills • Good ICT/Technology skills to support learning 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice • Knowledge and understanding of the agenda for safeguarding and promoting the welfare of children. 	
Personal Qualities		
<ul style="list-style-type: none"> • Demonstrate interpersonal communication skills • Kindness, compassion and a genuine desire to support young people • Ability to work successfully in a team • Confidentiality and an ability to deal with challenging situations discreetly • Flexibility and an ability to quickly adapt to change • Ability to work to and meet deadlines • Self-confidence, personal impact and presence • Optimism, resilience, creativity and innovation • The capacity and motivation to be solution focused • Emotional resilience in working with challenging behaviours and attitudes; to use authority and maintain discipline • A genuine enthusiasm for making a real contribution towards the ongoing success of our motto 'Achievement for All' 		
Other Requirements		
<ul style="list-style-type: none"> • Enhanced DBS clearance 	x	
<ul style="list-style-type: none"> • Commitment to the school's policies and ethos 	x	

<ul style="list-style-type: none"> • Commitment to own Continuing Professional Development and continued learning 	x	
<ul style="list-style-type: none"> • Motivation to work with children and young people 	x	
<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	x	
Equal Opportunities		
<ul style="list-style-type: none"> • Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities. 	x	

Appendix 2c: Job Description 2

JOB TITLE:	Midday Supervisory Assistant
GRADE:	Grade B
HOURS PER WEEK:	2.5 Hours, term time only
WORKING PATTERN:	Up to 60 minutes timetabled within 12:15pm - 1:45pm (subject to time changes dependant on establishment requirements)
RESPONSIBLE TO:	The Headteacher through the Deputy Head and the Senior Midday Supervisory Assistants
RESPONSIBLE FOR:	Supervising students at lunchtime
JOB PURPOSE:	To work under the direction of the Headteacher or SMSAs to provide supervision for students during lunchtime

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Sharing information	<ul style="list-style-type: none"> To report accidents, illnesses and any disciplinary problems to the SMSA.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> To supervise and control queues in corridors, staircases and the dining room To supervise students clearing tables and transferring dishes to the wash up area. To supervise the students whilst they are eating lunch. To supervise students in the outdoor areas and other areas of school. To ensure cloakroom areas are kept tidy and free from litter at the end of lunchtime
Health & Safety	<ul style="list-style-type: none"> Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> Promote inclusion and acceptance of all young people and staff.

	<ul style="list-style-type: none"> • Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	<ul style="list-style-type: none"> • The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

SIGNED POSTHOLDER

NAME & DATE

SIGNED LINE MANAGER

NAME & DATE

Appendix 2d: Person Specification 2

Job Title: Midday Supervisor Assistant

Essential on appointment	Desirable on appointment
Qualifications & Training	
	<ul style="list-style-type: none"> • Good General Education
Experience	
	<ul style="list-style-type: none"> • Experience appropriate to working with children in an education setting.
Skills & Knowledge	
	<ul style="list-style-type: none"> • Behaviour management.
Personal Qualities	
	<ul style="list-style-type: none"> • Flexible • Able to use initiative • Confident
Other Requirements	
<ul style="list-style-type: none"> • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline. 	<ul style="list-style-type: none"> • Knowledge and understanding of the agenda for safeguarding and promoting the welfare of children. • Valid DBS clearance • Valid medical clearance
Equal opportunities	
<ul style="list-style-type: none"> • To assist in ensuring that The STAR MAT equalities policies are considered within the school's working practises in terms of both employment and service delivery 	

Appendix 3: Department Information

Special Educational Needs Department



Achievement for all

Sherburn High School provides for students with a wide range of Special Educational Needs. We operate an inclusive mainstream model of provision. Our students with Special Educational Needs are not taught separately from the mainstream.

At Sherburn High School we focus on the effective use of teaching assistants including the use of group work to develop SEN needs and also how to differentiate effectively to provide good first quality teaching in the classroom. We ensure that staff have a clear understanding of strategies that work for all of our SEN Students. We passionately believe that quality, first wave teaching must meet the needs of all our students and our aim is to ensure that all teachers know which strategies work with which students to ensure that all students learn.

In line with the revised SEN Code of Practice, all students are included in all lessons across the curriculum. Time limited specialist intervention programmes are delivered based on individual need. Across all year groups we offer a variety of interventions to support the four areas of SEND need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties

Appendix 4: Whole School Information



Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

Assessment, recording and reporting

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning.

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students

follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

Provision for students with Special Educational Needs

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

Sixth Form

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

Facilities

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

Extra Curricular Activities

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, water sports, survival skills at the Bush craft camp trip and Skiing trip.

Professional Support and Development

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team.

Administration Team

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

Safeguarding Children

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at www.sherburnhigh.co.uk.

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work. We also conduct online searches on all shortlisted candidates.

Examination Results

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on www.dcsf.gov.uk/performance tables as well as on our website.

Appendix 5: Local Area Information



Achievement for all

Local History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmet) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.