

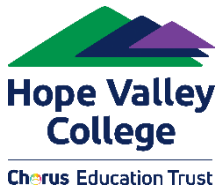
Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Hope Valley College is a comprehensive secondary at the heart of the local community. It is a small, friendly and supportive school and sits within the village of Hope in the Derbyshire Peak District. It joined Chorus in September 2019, when it also welcomed a new Principal. In the recent Teacher Accessed Grades, our young people outperformed any previous cohorts.

Hope Valley College is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: www.hopevalley-chorustrust.org

Teaching Assistant (Special) Level 3 for 1:1 support

Salary: Grade 4, SCP 7-12 £20,092 - £22,183 (pro rata £14,514 - £16,025)

31.25 hours– 39 weeks per year

Temp for 6 months (possibility to extend depending on recovery time)

To start: ASAP

About this vacancy

The successful candidate will be required to deliver 1:1 support and a range of interventions which will help one of our students who is recovering from surgery. The postholder will need to be able to engage and support this student in all aspects of their school day.

The above post constitutes an exciting opportunity to make an important contribution to the progress of one of our students. The successful applicant will be integral to the Inclusion team and will be line-managed by the SENCO. They will have responsibility for supporting the student's learning, helping them get around the building using a wheelchair and assisting with personal care.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Lisa Critchlow, HR Administrator at: recruitment@hopevalley.chorustrust.org

Closing date: 30.01.2022

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with Richard Griffin, SENCO.

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

JOB DESCRIPTION	
Post Title	Teaching Assistant Level 3 (Special Care)
Profile	LD 2.5
Grade	Grade 4
Grade Spinal Point Range	SCP 7-12
Accountable SLT post	Vice Principal - Inclusion
Line Manager of Postholder (if different)	SENCO
Staff to be supervised or line managed by post holder	NA
Post holder will work with	Vice Principal - Inclusion, SENCO, other teaching, and support staff
Holiday and sickness relief by/ for	By and for other Education Support Staff
Purpose of job	To work under the instruction / guidance of the SENCO to provide support and guidance to students in their variety of learning needs including assistance with personal care & mobility. To assist the teacher in the management of pupils within and outside of the classroom. This post may work across the Trust schools.
Version revised:	January 2022

The post holder must at all times carry out his/her responsibilities within the spirit of school and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School(s).

Specific duties and responsibilities: To be responsible for providing pupil support to the standards required by the Trust and appropriate external bodies. Duties will include, but not be limited to:

Support for the Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of SEN Support Plans
- To act as a keyworker for individual or groups of students.
- Ensure productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

1:1 Special Care

- Supervise pupils and attend to their personal needs and implement personal programmes including social, health, physical, hygiene, first aid and welfare matters. Specifically, this may involve any of the following:

Gastrostomy tube feeding and cleaning of tube in accordance with the care plan for the child and appropriate training; Changing of catheter bags and cleaning of tubes; Colostomy/Stoma Care; Bathing/Showering; Denture cleaning; Head lice inspection and treatment (in conjunction with parents/carers); Mouth or nose toilet; Toileting including wiping/cleaning of pupil; Application of splints, braces, corsets etc; Assistance in the transfer to and from vehicles and wheelchairs and mobility devices in accordance with manual lifting and handling procedures; Occupational therapy and physiotherapy as directed by health professionals; Draining exercises for pupils with cystic fibrosis; Assisting with magnets, which help fuse tissues back together post-surgery; Emergency treatments covered in basic first aid training; Supervise and support pupils ensuring their safety and access to learning including visits to other establishments.

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports, as required, to the teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promotion of positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, as directed.

- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

Support for the Curriculum

- Implement agreed learning activities and interventions, adjusting activities according to pupil responses/needs
- To deliver specialised SEN intervention for a range of students across all key stages
- To supervise students within student support
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for Trust/School (included in all roles)

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions
- All education support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset, and grade.

Further Statement:

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Head of School/Principal. The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Teaching Assistant (Special) Level 3 for 1:1 support

REQUIREMENTS		Essential	Desirable	Assessment method A = application I = interview R = reference
Knowledge, experience and skills				
	JOB REQUIREMENTS	Essential	Desirable	Assessment method
Knowledge, Experience and Skills	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		AF/I
	Working knowledge of national/Key Stage curriculum and other relevant learning programmes/strategies	✓		I
	Understanding of principles of child development and learning processes	✓		I
	Ability to self-evaluate learning needs and actively seek learning opportunities	✓		I
	Ability to relate well to children and adults	✓		I
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		I
	Can use ICT effectively to support learning	✓		I
	Use of other equipment technology – video, photocopier	✓		I
	Has sound speaking and listening skills to extend language in discussion	✓		I
	Can plan, implement and evaluate learning activities	✓		I
	Has experience of pupil assessment	✓		I
	Can manage the behaviour of pupils in an effective manner	✓		AF/I
	Has a caring positive attitude towards pupils welfare	✓		I

	Has an awareness of pupils with special educational needs	✓		I
	Can maintain trust and confidentiality where appropriate	✓		I
	Can assist the school in forming a partnership with parents	✓		AF/I
	Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	✓		AF/I
	Can complete and maintain pupils records	✓		I
	Experience working with children of relevant age	✓		AF/I
Qualifications	Good literacy/numeracy skills	✓		
	NVQ3 for Teaching Assistants or equivalent qualification or experience	✓		AF/I
	Training in the relevant learning strategies e.g. literacy		✓	AF/I
	First Aid training			
Other	Can allocate some contractual time to after school staff meetings when appropriate	✓		AF/I
	Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	✓		AF/I
	Can maintain personal presentation that sets high standards for the pupils	✓		AF/I
	Can work within the spirit of Trust Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc.	✓		AF/I
	Can allocate some contractual time to supporting after school extra-curricular activities	✓		I
	Is willing to become involved in the wider life of school		✓	I
Child Protection	Has an awareness of the latest Safeguarding procedures/practices and puts the safety of pupils first at all times.	✓		I