



Hope High School



30 May 2022

# HOPE HIGH SCHOOL

CANDIDATE INFORMATION PACK

TEACHING ASSISTANT

# DOCUMENT CONTROL

## Information

|                                       |                                                                      |
|---------------------------------------|----------------------------------------------------------------------|
| <b>Creation date</b>                  | 30/05/2022                                                           |
| <b>Recruitment Lead for post</b>      | Mike Tracey                                                          |
| <b>Recruitment Lead contact email</b> | traceym@hope.lancs.sch.uk                                            |
| <b>Template version</b>               | Candidate Information pack   TA                                      |
| <b>Category</b>                       | Recruitment                                                          |
| <b>Role</b>                           | Teaching Assistant (TA)                                              |
| <b>Closing Date</b>                   | Friday 24 <sup>th</sup> June 2022 – 1pm                              |
| <b>Interview Date</b>                 | TBC                                                                  |
| <b>Start Date</b>                     | September 2022 / Potential for earlier start subject to availability |
| <b>Salary Grade</b>                   | GRADE 5                                                              |

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## Introduction to the role

Do you want to work in a unique SEN school where your support will make a real difference to pupils' lives and ambitions for their future?

We have several Teaching Assistant (TA) vacancies we are looking to fill by September 2022. In total we have 4 positions available, (3x permanent vacancies and 1x maternity cover (academic year)). As a Teaching Assistant you will be expected to support the class teacher in delivering structured learning activities to individuals or groups of students. You will also assist in monitoring student progress and supporting them in their social, emotional and personal needs.

You will be joining a supportive, talented and friendly staff team where ideas are shared, staff are listened to and you will help to shape the future direction of the school. Our pupils deserve the best teachers who can inspire and ensure the best outcomes possible. Our small classes mean that every pupil gets the right help, support and expert teaching to allow them to reach their true potential.

For more information about the school please visit our website [www.hope.lancs.sch.uk](http://www.hope.lancs.sch.uk)

Please read the job description and person specification contained within this document carefully.

For more information on the role, informal chat or arrange a visit to look around please contact the recruitment lead for this post Deputy Headteacher Mike Tracey on 01695 721066 or email [traceym@hope.lancs.sch.uk](mailto:traceym@hope.lancs.sch.uk)

Hope High School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to an enhanced DBS check. The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful you will be required to apply to the Disclosure and Barring Service for a 'disclosure'.

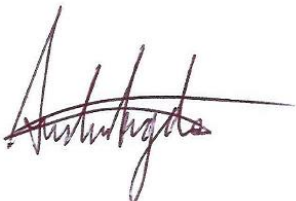
Applications must be accompanied by a supporting letter and be a maximum of 2 side of A4 and in font size 12.

Rehabilitation of offenders Act 1974 - details of any criminal record spent or unspent should be sent to the Chair of Governors at the school address by the closing date.

Completed applications must be submitted electronically to: [trencherk@hope.lancs.sch.uk](mailto:trencherk@hope.lancs.sch.uk)

Thank you for your interest in the role and we look forward to hearing from you soon.

Andy Argile

A handwritten signature in black ink, appearing to read 'Andy Argile', written over a horizontal line.

School Business Manager

## About the school

Hope High School in Skelmersdale is a relatively small SEN school for young people aged 11 to 16 who have individual needs based on Social, Emotional and Mental Health difficulties.

The school has created a culture for learning and behaviour, which enables pupils with additional needs to succeed. The approach that all staff share is both nurturing and innovative. The modern setting and high levels of quality provision ensures pupils learn in a calm and constructive environment. In January 2020, the school was judged by Ofsted as being good in all areas and the school intends to build on this success.



We are a purpose-built school with facilities designed to support our learners towards success. Our facilities include a fully equipped cookery room, design technology workshop, an art studio, a forest school area, a sports hall with gymnasium and climbing wall and of course classrooms each having the latest learning technology. All pupils provided with their own dedicated Windows 10 laptops utilising MS teams to enhance learning through technology.

Our school boasts a fantastic staff team committed to improving the life chances of our young people. Our expectations are high. We aspire for pupils to flourish and succeed – socially, emotionally and academically. We personalise the curriculum and strive for every learner to make accelerated levels of academic progress. We build upon their interests, their strengths and learning styles whilst acknowledging what motivates them to learn.



Our experienced and skilled staff use their expertise to tailor individual strategies to improve pupils' self-esteem and confidence, which we understand is a foundation for success. Young people develop their ability to build relationships, develop positive behaviour and become motivated and enthusiastic learners.

At Hope High we understand the importance of home-school partnerships and we keenly encourage active participation from

## "Learning for Life"

all parents and carers. This includes regular communication via each pupil's key worker, regular coffee mornings and barbeques. All parents and carers are also encouraged to play an active part in the target setting and review process which is in place for all pupils.



Hope High is a place where no two days are ever the same and is filled with vibrant, talented and driven learners who never fail to amaze and inspire us.

Helen Dunbavin

A handwritten signature in grey ink that reads 'H. Dunbavin'.

Headteacher

## Personal Specification

|                                                                                  |                                       |                                                                                                       |
|----------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Post Title</b>                                                                | Teaching Assistant (TA)               |                                                                                                       |
| <b>Grade</b>                                                                     | Grade 5                               |                                                                                                       |
| <b>Personal Attributes required (on the basis of the job description)</b>        | <b>Essential (E) or Desirable (D)</b> | <b>To be identified by: (eg application form (AF), interview (I), reference (R), OBSERVATION (o))</b> |
| <b>Qualifications</b>                                                            |                                       |                                                                                                       |
| NVQ level 2 or above qualification –appropriate to the post (or equivalent)      | D                                     | AF                                                                                                    |
| Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy | D                                     | AF                                                                                                    |
| <b>Experience</b>                                                                |                                       |                                                                                                       |
| Experience of working with or caring for children of relevant age                | D                                     | I                                                                                                     |
| Experience of working in a relevant classroom/service environment                | D                                     | I                                                                                                     |
| Experience of Administrative work                                                | D                                     | I                                                                                                     |
| Experience of supporting pupils with challenging behaviour                       | D                                     | I                                                                                                     |
| Experience of supporting pupils with SEND                                        | D                                     | I                                                                                                     |

| Post Title                                                                                       | Teaching Assistant (TA)        |                                                                                                |
|--------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------|
| Grade                                                                                            | Grade 5                        |                                                                                                |
| Personal Attributes required (on the basis of the job description)                               | Essential (E) or Desirable (D) | To be identified by: (eg application form (AF), interview (I), reference (R), OBSERVATION (o)) |
| <b>Knowledge/skills/abilities</b>                                                                |                                |                                                                                                |
| Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard | E                              | AF,I                                                                                           |
| Ability to relate well to children                                                               | E                              | AF,I                                                                                           |
| Ability to work as part of a team                                                                | E                              | AF,I                                                                                           |
| Good communication skills                                                                        | E                              | AF,I                                                                                           |
| Ability to supervise and assist pupils                                                           | E                              | AF,I                                                                                           |
| Time management skills                                                                           | D                              | AF,I                                                                                           |
| Organisational skills                                                                            | D                              | AF,I                                                                                           |
| Knowledge of classroom roles and responsibilities                                                | D                              | AF,I                                                                                           |
| Knowledge of the concept of confidentiality                                                      | E                              | AF,I                                                                                           |
| Administrative skills                                                                            | E                              | AF,I                                                                                           |
| Knowledge of National curriculum                                                                 | D                              | AF,I                                                                                           |
| Ability to make effective use of ICT                                                             | D                              | AF,I                                                                                           |
| Flexible attitude to work                                                                        | E                              | AF,I                                                                                           |
| <b>Other</b>                                                                                     |                                |                                                                                                |
| Commitment to undertake in – service Development                                                 | E                              | I                                                                                              |
| Commitment to safeguarding and protecting the welfare of children and young people               | E                              | I                                                                                              |
| Satisfactory attendance record/commitment to regular attendance at work                          | E                              | R                                                                                              |
| <b>Special/Specific Requirements</b>                                                             |                                |                                                                                                |
|                                                                                                  |                                |                                                                                                |



## Job Description

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Post Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching Assistant (TA)              |
| <b>Grade/Salary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade 5                              |
| <b>Location</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Hope High School                     |
| <b>Responsible to</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Headteacher / Senior leadership team |
| <b>Staff Responsible For:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |
| <b>Purpose of the role (job statement)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |
| <p>Under the general supervision and direction of the teacher, to plan and implement learning activities for individuals and groups. To monitor pupil progress and provide feedback to the class teacher and establish supportive and constructive relationships with pupils parents and carers.</p> <p>To provide short term cover for classes to which the Teaching Assistant is normally assigned when the class teacher is unexpectedly unavailable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                      |
| <b>Main Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                      |
| <p><b>In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                      |
| <b>Support for Pupils</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |
| <ul style="list-style-type: none"> <li>• Under the general supervision and direction of the teacher to implement structured learning activities for individuals and groups of pupils.</li> <li>• To undertake activities in order to monitor the personal social and emotional needs of pupils.</li> <li>• To develop positive relationships with pupils to promote pupil progress and attainment.</li> <li>• To assist in the devising of pupil's individual targets and their monitoring and review.</li> <li>• Support pupils as part of a planned inclusion programme</li> <li>• To implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas.</li> <li>• To assist in the development of varying skills that support pupils' learning.</li> <li>• To assist in the specific medical/care needs of pupils when specific training has been undertaken.</li> </ul> |                                      |
| <b>Support for the School</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |
| <ul style="list-style-type: none"> <li>• To assist in providing an atmosphere in which effective learning can take place.</li> <li>• To support the promotion of positive relationships with parents, carers and outside agencies.</li> <li>• To work within school policies and procedures.</li> <li>• To attend staff training as appropriate.</li> <li>• To take care for their own and other people's health and safety.</li> <li>• To be aware of the confidential nature of issues related to home/pupil/teacher/school work</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                      |

## Support for the Teacher

- To monitor and record pupil progress and developmental needs.
- To produce relevant classroom resources.
- To undertake classroom administrative tasks including the maintenance of records. – To assist in pupil supervision and assist in the management of pupil behaviour.
- To provide short term cover for classes to which the Teaching Assistant is normally assigned, when the class teacher is unexpectedly unavailable.
- To provide information to the class teacher to assist in the planning of work programmes.
- To liaise with the school's nominated person in respect of pupil absence.
- To assist with the arrangements for out of school learning activities including the administration of work experience.
- To provide clerical and administrative support including the collection and recording of money.
- Administer routine tests, assist in the invigilation of exams and undertake routine marking of pupils work

## Support for the Curriculum

- To assist the delivery of educational and developmental work programmes.
- To support the use of ICT in learning activities

**Note: In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.**

## Grade and Hours

| <b>Post Title</b>          | Teaching Assistant                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |       |              |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|--------------|--|--|-------|--------------|-----|--------------|--------|------|------|-------|------|---------|------|------|-------|------|-----------|------|------|-------|------|----------|------|------|-------|------|--------|------|------|-------|------|--|--|--|--|--------------|
| <b>Grade/Salary</b>        | <p>Grade 5<br/>£10.39 per hour starting point</p> <p>ProRata            £20,043<br/><b>Actual Salary    £15,210.49</b></p> $\text{Full-time salary} \times \frac{\text{Hours Contracted Per Week}}{\text{Full Time Hours Per Week}} \times \frac{\text{Weeks Payable Per Year}}{52.143} = \text{Actual salary}$ $£20,043 \times \frac{32.5}{37} \times \frac{45.05}{52.143} = \underline{\underline{£15,210.49}}$ <p>Salary paid in equal instalments over 12months.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |       |              |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| <b>Hours</b>               | Term time only – 45weeks per year<br>32.5hours per week – Mon-Fri                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |       |              |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| <b>Working day pattern</b> | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Start</th> <th>Break Length</th> <th>End</th> <th>Hours Worked</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td>8:30</td> <td>0:20</td> <td>16:30</td> <td>7:40</td> </tr> <tr> <td>Tuesday</td> <td>8:30</td> <td>0:20</td> <td>15:10</td> <td>6:20</td> </tr> <tr> <td>Wednesday</td> <td>8:30</td> <td>0:20</td> <td>15:10</td> <td>6:20</td> </tr> <tr> <td>Thursday</td> <td>8:30</td> <td>0:20</td> <td>15:10</td> <td>6:20</td> </tr> <tr> <td>Friday</td> <td>8:30</td> <td>0:20</td> <td>14:40</td> <td>5:50</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td><b>32:30</b></td> </tr> </tbody> </table> <p>The above working day pattern is subject to change and flexibility is expected to meet the needs of the school.</p> <p>You are expected to be ready to work from the times stipulated above.</p> |              |       |              |  |  | Start | Break Length | End | Hours Worked | Monday | 8:30 | 0:20 | 16:30 | 7:40 | Tuesday | 8:30 | 0:20 | 15:10 | 6:20 | Wednesday | 8:30 | 0:20 | 15:10 | 6:20 | Thursday | 8:30 | 0:20 | 15:10 | 6:20 | Friday | 8:30 | 0:20 | 14:40 | 5:50 |  |  |  |  | <b>32:30</b> |
|                            | Start                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Break Length | End   | Hours Worked |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| Monday                     | 8:30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0:20         | 16:30 | 7:40         |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| Tuesday                    | 8:30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0:20         | 15:10 | 6:20         |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| Wednesday                  | 8:30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0:20         | 15:10 | 6:20         |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| Thursday                   | 8:30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0:20         | 15:10 | 6:20         |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
| Friday                     | 8:30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0:20         | 14:40 | 5:50         |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |       | <b>32:30</b> |  |  |       |              |     |              |        |      |      |       |      |         |      |      |       |      |           |      |      |       |      |          |      |      |       |      |        |      |      |       |      |  |  |  |  |              |

## Additional Information

The above document sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. PLEASE NOTE that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

### Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

### Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

### Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

### Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

### Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

### Disclosure and Barring Service (DBS)

Hope High School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to an enhanced DBS check. The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful you will be required to apply to the Disclosure and Barring Service for a 'disclosure'.

### References

At least two references are requested for each shortlisted applicant, one of which must be the current or most recent employer. If the applicant is not currently working with children, but has done so in the past, a third reference maybe sought from the employer for whom the candidate was most recently employed to work with children. We will always consider your references before confirming a job offer in writing.

### Applying

Completed applications must be submitted electronically to: [trencherk@hope.lancs.sch.uk](mailto:trencherk@hope.lancs.sch.uk)