



Teaching and Learning Assistants
Autism ARP Based
Four Posts Available
Term Time, Fixed Term
Candidate Information Pack



Executive Headteacher's welcome

Thank you for your interest in this opportunity to join our team at Astley Community High School and Whytrig Middle School as a **Teaching and Learning Assistant based within our new ASD ARP**. As our student numbers increase we are looking to add to our experienced team. We have up to four posts available, one for an immediate start and the others from September. All posts are either for maternity cover or fixed term for one year in the first instance. This candidate information pack will tell you much more about our schools and the roles available.

Astley Community High School and Whytrig Middle School, which are co-located in Elsdon Avenue in Seaton Delaval, form the Seaton Valley Federation of Schools together with Seaton Sluice Middle School. The three schools share a single governing body.

This is a great opportunity to join our team, the role will be working with students across Astley Community High School and Whytrig Middle School in Years 7 to 11 who will access the new ASD ARP (Additionally Resourced Provision). This is a new facility on our Elsdon Avenue site which opened in September 2021. You will provide focused support for students with ASD within Astley High and Whytrig Middle Schools. The ARP will aim to meet the needs of identified pupils.

I am immensely proud to be Executive Headteacher of all three schools. We strive for excellence in the education we provide for our students and are a focal point for the local community. Astley Community High School is rated 'Good' by Ofsted.

I strongly believe that the relatively small size of all three schools provides a great environment in which to know our young people well, so that we are able to understand and respond to each individual's needs and enable them to succeed.

Our staff are very focused on ensuring students achieve their best without losing sight of those individual needs.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the post then please contact **Kath Lennon, Assistant Headteacher – SEND & Disadvantaged ACHS/WMS** on **0191 2371505**.



John Barnes, Executive Headteacher – Seaton Valley Federation of Schools

Our ethos and values

We have three main themes to our ethos:

- 1. To know every child academically and pastorally as a complete young person.**
- 2. To treat everyone and everything with respect.**
- 3. To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.



All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- develop their self-knowledge, self-esteem and self-confidence
- respect the laws of England and will know right from wrong and ensure their actions reflect this
- accept responsibility for their behaviour
- show initiative and contribute in a positive way to the school community, the local community and society in general
- show respect for each other and all other people
- show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures or traditions are abused or attacked
- show respect for the rule of democracy and respect for the democratic principles of England.

About Our Schools

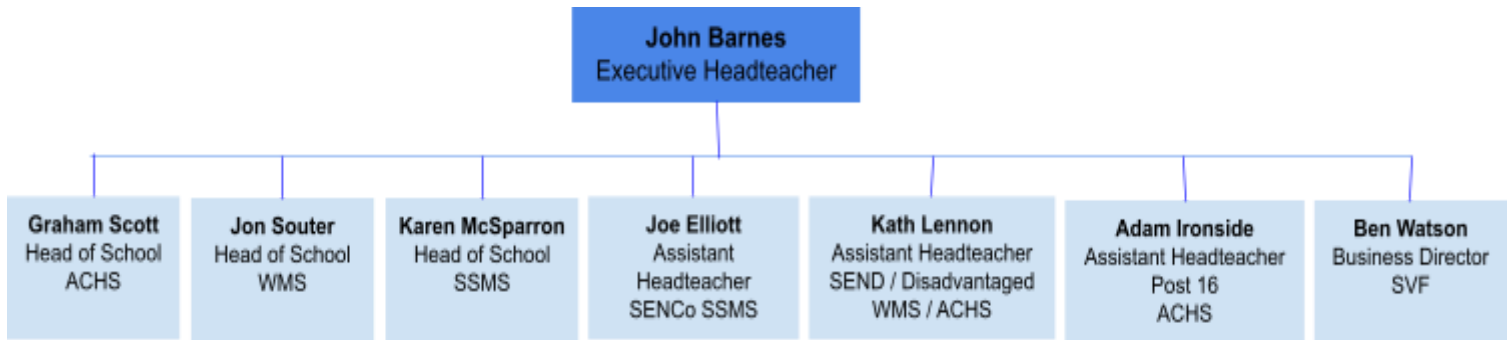
	Age range	Total number of pupils	Number in sixth form
Astley Community High School	13-18	564	136
Seaton Sluice Middle School	9-13	308	N/A
Whytrig Middle School	9-13	289	N/A

About our performance

School	Overall effectiveness	Last Ofsted inspection
Astley Community High School	Good	November 2019
Seaton Sluice Middle School	Good	January 2018
Whytrig Middle School	Good	November 2021

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it. One pupil said, ‘There are too many good things and I would not have time to tell you about them all.’ Staff and school leaders care deeply about the pupils and have high expectations of them. This is an inclusive school. Relationships in classrooms are excellent. Teachers say that they love working here because they can really teach.” **Ofsted 2019 (ACHS)**

About Our Structure



About the SEND Teams

Over the next few pages you will find the advert, job description and person specification for the post of **Teaching and Learning Assistant - SEND**, but we know that you will want to know more about our SEND provision.

At Astley Community High School, we have a very experienced and dedicated team of Teaching and Learning Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and less able students. The team is line managed by the SENDCo and coordinated on a day-to-day basis by an experienced Assistant SENDCo.

The Seaton Valley Federation has Northumberland's only ASD Additionally Resourced Provision (ARP), located on Astley Community High and Whytrig Middle School's Elsdon Avenue site in Seaton Delaval. The ARP is housed in purpose built mobile units provided by the Local Authority. It is for pupils from Year 7 to Year 11. The Provision is aimed to meet the needs of pupils who have ASD or similar related diagnosis. Some may have aspects of Social Emotional and Mental Health needs. It is not intended to meet the needs of children and young people with challenging behaviours associated with Emotional Well Being and Behavioural challenges.

The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions delivered by highly experienced staff. The expectation is that those accessing the ARP will engage in full time mainstream education; the provision is not designed to accommodate part time placements. It is not intended to replace Special School Provision.

As well as being used to deliver bespoke interventions in line with pupils' EHCPs, the ARP is used as a support base that the students can access during unstructured times or when they need time to regulate themselves.

Kath Lennon, Assistant Headteacher – SEND/Disadvantaged ACHS/WMS



Astley Community High School

Eldon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Teaching and Learning Assistant - ARP

Fixed term until 31 August 2024

30 hours per week, term-time plus one training day

Band 4: £20,444 to £22,129 per annum pro rata (£13,945 - £15,094 actual) - pay award pending

Effective support for students with special educational needs and/or disabilities is a key priority across the Seaton Valley Federation of Schools in order to help all students to achieve their full potential. This role is within a team of experienced Teaching and Learning Assistants who will be supporting children in Astley Community High School based within our new ASD ARP. As our student numbers increase we are looking to add to our team.

Working under the direction of the ARP Lead and SENDCo you will have a track record of supporting students to achieve their targets, supporting the delivery of high quality, accessible curriculum and ensuring that all children have the support to reach their full potential. You will ideally also have 5 A*-C grades at GCSE level (or equivalent) including English and Maths and hold a Teaching Assistant or Special Needs Support qualification with experience of supporting students with ASD. You will also need to be able to form effective relationships with students, staff, parents and fellow professionals.

The pupils who attend the ARP are expected to attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions delivered by highly experienced staff. The expectation is that those accessing the ARP will engage in full time mainstream education, the Teaching and Learning Assistants will be integral in supporting this.

This role will be working five days per week, term-time plus one training day at the start of the school year. The exact timings of the working day will depend on which pupils you work with, the general working hours are expected to be between 9am and 3.30pm with a 30 minute lunch break.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. An enhanced criminal records check is required for this post.

Interested in applying? A completed application form and criminal records declaration form must be submitted **by 9am on Monday 13 June 2022 by e-mail to vacancies@svf.org.uk** **Please indicate clearly the title 'Teaching and Learning Assistant - ARP' in the subject field of your email.**

Further information about all of our current vacancies is available at: <http://www.svf.org.uk>

Northumberland County Council
JOB DESCRIPTION

Post Title: Teaching and Learning Assistant - SEND	Director/Service/Sector: Children's Services		Office Use
Band: 4	Workplace: Astley Community High School and Whytrig Middle School		JE ref: S1281 HRMS ref:
Responsible to: Assistant Headteacher - Inclusion	Date: December 2015	Manager Level:	
Job Purpose: To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.			
Resources	Staff	Some mentoring of Junior LSAs	
	Finance	Not Applicable	
	Physical	Shared responsibility for (remove classroom) equipment and materials.	
	Clients	Specific School students.	
Duties and key result areas:			
Support for Pupils			
<ol style="list-style-type: none"> 1. Use specialist skills, training, or experience to support students' learning. 2. Assist with the development and implementation of Pupil Profiles and Intervention and Support Plans. 3. Provide pastoral support for students. 4. Receive and supervise students excluded from, or otherwise not working to, a normal timetable and differentiate the work set for them to do during this time appropriately. 5. Establish productive relationships with students, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations. 6. To actively promote inclusive practice within the classroom setting and indeed the whole school environment to ensure acceptance of all children. 7. Encourage students to interact with one another appropriately and support their emotional well-being in doing so. 8. Support students consistently whilst recognising and responding, according to their individual plans, to their individual needs. 9. To have challenging expectations that encourages children to act independently and build self esteem. 10. Provide feedback to students in relation to progress, achievement and attendance. 11. Attend to students' personal needs and provide advice to assist in their social, health and hygiene development. 12. Provide support for students with specific special educational needs such as ASD/Aspergers and Attachment. 			

Support for the Teacher

1. Manage liaison with relevant feeder schools and other relevant bodies to gather student information
2. Where necessary, independently, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate students' responses to learning activities through observation and (remove – planned) recording of achievement against agreed, predetermined, learning objectives.
4. Provide the teacher with accurate and objective feedback on student progress and other matters, ensuring the availability of supporting evidence.
5. Manage the maintenance of students' records and accurately record achievement.
6. Support the teacher in the management of pupil behaviour.
7. Establish constructive relationships with parents and carers and provide feedback to parents regularly via meetings and telephone calls.
8. Assist in the development, implementation and monitoring of systems relating to student attendance and reintegration.
9. Provide administrative support to teacher in the preparation of reports on students with specific special educational needs including:
 - Dealing with correspondence
 - Analysis of attendance data
 - Compilation of data
 - Making telephone calls

Support for the Curriculum

1. Independently implement learning activities to students within an agreed framework of supervision, adjusting activities to meet student needs
2. Help students access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources

Support for the School

1. Comply with all school policies relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.

3. Participate in training and development for the whole school but also specifically that relevant to the needs of specific students, and activities that contribute to the management of performance.
4. Assist with the management of students outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the Assistant Headteacher – Inclusion or any other member of the school’s Leadership Team.
5. Attend relevant meetings with different agencies who support the school and specific students.
6. Assist in the development multi agency contacts to support the learning and development of children.
7. To undertake other duties and responsibilities as required commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school’s procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	Ability to attend multi-agency working.
Working patterns:	
Working conditions:	Normally indoors.

Northumberland County Council
PERSON SPECIFICATION

Post Title: Teaching Assistant - SEND	Director/Service/Sector: ACHS/WMS	Ref: S1281
Essential	Desirable	Assess by
Knowledge and Qualifications		
<p>Very good numeracy and literacy skills</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications</p> <p>Participated in training related to various national strategies e.g. literacy and numeracy</p>	<p>First Aid Certificate or equivalent</p> <p>ELSA qualification</p>	<p>(a), (i)</p> <p>(t)</p>
Experience		
<p>Working with children of the relevant age</p> <p>Basic clerical skills</p> <p>Working with children with additional needs</p>	<p>Supervising small groups of children</p> <p>Counselling</p>	<p>(a), (i)</p>
Skills and competencies		
<p>Effective ICT skills and 3 years experience of using ICT in a learning environment</p> <p>Ability to use other types of learning technology:</p> <ul style="list-style-type: none"> • Photocopying • Whiteboards • CD ROM • Video <p>Understanding of codes of practice and recent relevant education;</p> <p>Good understanding of the principles of child development and the learning process</p>	<p>NVQ 2 ICT Qualification</p>	<p>(a), (r)</p> <p>(i)</p>

Can work as a member of a team, understanding their role in the classroom and associated responsibilities.		
Physical, mental and emotional demands		
Able to use a range of strategies to manage own emotions in working with children from a range of backgrounds and with specific learning, emotional and behavioural needs.		
Other		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

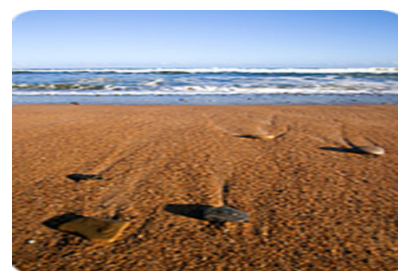
Working in the Seaton Valley Federation of Schools

We always look to strengthen our highly dedicated team of staff with people who have high expectations of students and themselves, can work cooperatively and make a positive contribution to the life of the school. In return we can offer:

- opportunities for continuing professional development
- membership of the Teachers' Pension Scheme (for teachers and tutors) or the Local Government Pension Scheme (for support staff), which the school also contributes to on your behalf
- between 25 and 30 days' annual leave for support staff who work full year
- good transport connections from the A1 and A19 for easy access to Seaton Delaval and Seaton Sluice
- ample staff car parking
- shared premises with Northumberland County Council's Customer Services and public library.

Living and working in Northumberland

If you are new to the area, we can assure you that south east Northumberland is a great place to live and work. Seaton Delaval has its own National Trust property, Seaton Delaval Hall, and Seaton Sluice overlooks the coast with its beautiful sandy beaches. It is only a short drive from the Seaton Valley area to enjoy the spectacular scenery of the Cheviot and Simonside Hills and the Northumberland National Park beyond. We are also conveniently located within ten miles of both Newcastle City Centre and Newcastle Airport.



Take a look at www.visitnorthumberland.com for more information.

Our commitment to professional development

We are committed to the continuing professional development of all of our staff.

- There is a weekly session for teachers to undertake Continuing Professional Development focused on teaching and learning. These sessions are led by internal and external providers and we expect all teachers to contribute to these sessions so that we can share and build upon good practice and innovative ideas.
- We hold joint training days for the three schools in the Seaton Valley Federation to facilitate an integrated approach across all phases and stages.
- Staff are given the opportunity to work in other schools at specific times of the school year to develop their skills and knowledge of other key stages.
- We provide opportunities for teaching staff to observe at least one other colleague of their choosing during the school year to support staff to reflect on their own practice.
- North-East teaching schools and Durham County Council provide a range of CPD opportunities so that we can learn from, and develop our professional practice with, other professionals.
- Each member of staff has a CPD plan to address areas for development identified through the annual appraisal process and we support staff to develop their skills and knowledge.
- There are many examples of how we have enabled teaching and support staff to undertake courses of further study either through financial assistance or time off.

Our commitment to equal opportunities

We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Our recruitment and selection process is designed to be fair and avoid discrimination.

Our Equality and Diversity in Employment Policy is available from:

www.svf.org.uk/our-federation/policies

Our commitment to safeguarding children and young people

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.

How to apply

Please read the job description and person specification for the post and the application guidance notes carefully before completing an application form.

Your completed application form including the names and contact details of two referees and your criminal record declaration form must be **e-mailed by 9am on Monday 13th June 2022** to: vacancies@svf.org.uk. Please quote **Teaching and Learning Assistant - ARP** in the subject of the e-mail. In exceptional cases we will accept applications by post however please contact us to discuss this in advance.

Please note that we do not accept CVs.

Contact us

Address: Seaton Valley Federation of Schools, c/o Elsdon Avenue, Seaton Delaval NE25

OBP Telephone: 0191 2371505

Website: www.svf.org.uk