



# **Tor View School**

## **Additional Needs Teaching Assistant**

### **Candidate Information Pack**



**“We grow together, we learn together, we will achieve our best together”**

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## Welcome from the Chief Executive Officer

**Dear Candidate,**

I am delighted that you are interested in the opportunity to fulfil the role of Additional Needs Support Assistant Level 2 at Tor View School.

Our Trust currently has three primary schools and 2 special schools, together with Valley College (a post-16 specialist institution). The Trust supports 475 staff and in excess of 2,000 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School.

More details about the role are provided in the Job Description later in this brochure. The successful candidate will work closely with the Executive Headteacher to ensure we continue to provide an outstanding service, supporting the education of our pupil cohorts across Tor View School and the wider Trust.

If you would like to know more about the school, I would encourage you to contact Mrs McNulty, HR Assistant, to arrange an informal tour if possible. In the meantime, the school team very much looks forward to receiving your application directly.

**Ms Angela Holdsworth**  
Chief Executive Officer  
Sea View Trust

## VACANCY INFORMATION

The Leadership and Governors of Tor View School are now seeking to appoint a suitably qualified Additional Needs Teaching Assistant Level 2 in the Intensive Support Centre (ISC) which is a specialist teaching facility catering for the education and care of children and young adults with Autistic Spectrum Conditions (ASC) and severe learning difficulties. These young people display extreme challenging behaviour and some have been placed with us following the breakdown of placements at other specialist provisions.

Physically robust and assertive colleagues are required to work in the ISC. The candidates will mainly work as a 1:1 key workers, assisting teaching colleagues and delivering behaviour support programs. Due to the high physical demands of these posts, resilience is essential, together with the ability to employ Team Teach techniques for which full training will be given.

Enthusiasm and commitment to join this hard working, skilful and dynamic team is essential. Staff will be required to work with a high degree of flexibility.

The successful candidates will need to have:

- Min. Maths English GCSE Grade C (or equivalent)
- NVQ level 2 or above qualification - appropriate to the post (or equivalent)
- Relevant Child Care qualification (or equivalent)
- Experience of dealing with pupils with challenging behaviour

The Sea View Trust offers many opportunities and training for staff and this position may lead to further employment within the school. A job description and person specification are included in this pack.

## Overview of the Trust and Our School

### ABOUT OUR TRUST

In January 2017 Tor View School successfully converted to Academy Status and formed The View Trust. In November 2019 the Trust merged with the equally successful Blackpool Multi-Academy Trust which consisted of Revoe Learning Academy, Anchorholme Academy, Devonshire Primary Academy and Park Community Academy (Special). This new partnership is known as The Sea View Trust. The academies all benefit from a unique relationship that has developed between the schools and the Trust is proud of its Sponsor Status. Further information about the wider Trust can be located on the Trust website.

## ABOUT OUR SCHOOL



Tor View is an all through school, providing an 'Outstanding' education for children and young adults, aged 3 – 19 with a wide range of educational needs. Predominantly, we specialise in teaching children with learning difficulties, either moderate (MLD), severe (SLD) or profound and multiple (PMLD); many of our

children have accompanying conditions such as Autism, Down Syndrome or Cerebral Palsy. All of our children attend school because they have complex and lifelong learning disabilities which mean they need an Education, Health and Care Plan (EHCP).



Tor View School is very well equipped and benefits from a range of multi-sensory rooms, a hydrotherapy pool and a therapy dog, Ruby. Throughout the school, provision is made for pupils with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. In addition, the Academy has a specialist resource, the Intensive Support Centre (ISC) which accommodates young people with complex needs arising from behavioural and communication difficulties. Tor View also has a café, The Garage Café, which is open to the public and provides the learners with valuable work experience. As well as providing an '**Outstanding**' education for its learners, Tor View is also a National Support School, has been a Teaching School since 2013 and has recently been designated as a Teaching School Hub.

## OUR VALUES

The Governors and staff of Tor View Specialist Learning Community value equal opportunities for all; they aim to provide this through:

- An inclusive ethos of respect, tolerance, and understanding of others' needs. This develops and values pupils' self-discipline, independence and autonomy in preparation for adulthood;
- A safe supportive, caring and dynamic school environment which extends into the wider Community where all are valued as educators and partners in school improvement;
- Access to the National Curriculum and the extended school, both are designed to accommodate individual pupil needs and to ensure maximum progress;

- An environment where creativity is nurtured and the arts provide a medium for driving forward school improvement;
- The celebration of success and positive outcomes for all.

## **THE STAFF**

Our current management team is comprised of experienced and skilled school professionals who support and share best practice. Additionally, all our teaching staff assume leadership responsibilities for curriculum areas across the whole school, at primary or secondary level. Class based support staff are integral members of the teaching teams and all are supported by a dedicated team of non-class-based staff.

## **OFSTED INSPECTION**

The School was last inspected in December 2019 and was judged as **‘Outstanding’**. This was the fourth successive inspection in which the school has remained **‘Outstanding’**

*‘Staff have an exceptional understanding of each pupil in their care. They have very high expectations for pupils’ academic and personal development’.*

*‘Pupils are effusive in their praise for staff because they know that staff care for their well-being’.*

*‘No matter what context, this is a school that encourages and empowers pupils to shine’.*

Ofsted 2019

For further information about the strengths of our school, please visit the Ofsted website to read the full report: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – ‘schools’

## **SCHOOL ACHIEVEMENTS**

Tor View School is proud to have received a number of accolades and more information about these can be found on our website, or via the school office.

## **TRUST CURRICULUM STATEMENT**

The curriculum statement of The Sea View Trust drives the curriculum for all the Trust academies. This places an emphasis on providing a formal developmental and additional curriculum, relevant to each learner’s needs.

Pupils will have access to the Foundation Stage and the full breadth of the National Curriculum, having due regard for the relevance to each pupil at their particular age and development level.

## **SCHOOL ORGANISATION**

Our school is organised in to ‘age-based’ phases:

- Early Years Foundation Stage
- Primary (Key Stage 1 [Year 1-2] and Key Stage 2 [Year 3-6])
- Secondary (Key Stage 3 [Year 7-9] and Key Stage 4 [Year 10-11])
- Further Education (Key Stage 5 [Year 12-14])

Tor View School also provides a cross-phase, pan-Authority provision which meets the needs of learners with complex Autism, acquired brain injuries and challenging conduct/behaviour. This is our Intensive Support Centre (ISC).

- **College Link Courses and Accreditation**

Students in Years 11 to 14, where appropriate, can access mainstream College link courses. The school offers a range of accreditations.

- **Parent Partnership**

Parent Partnership, managed by our Parent Liaison Officer, is a key feature within the pastoral care system of the school. Parent Partnership promotes a high-quality educational provision for all pupils, in an environment that reflects care, happiness, enjoyment and success. The Parent Liaison Officer supports this by working with school-based colleagues, individual families and external agencies to further develop our home school relations.

- **Other Multi Agency Staff**

Tor View School has access to a School Nurse Practitioner, who supports the school in addressing health related issues. The School Nurse Practitioner delivers health related programmes across the school in order to promote healthy lifestyles and good health, conducts health assessment of individuals, health surveillance and leads on health promotion to ensure that both local and national Public Health initiatives are met. We also work collaboratively with OT, Physio, SALT and CAMHS ensuring the needs of our learners are met.

## **OUT OF SCHOOL CARE – HORIZONS**

HORIZONS is our After-School Care provision, specifically designed to meet the needs of our pupils at Tor View School. A variety of sessions are offered, including a range of sports, leisure, recreational, dance, cycling, and cookery-based activities for pupils of primary and secondary age.

*Please note: Due to current Covid-19 restrictions, necessary limitations have been applied to the frequency and level of the facilities provided*

# Application Procedure

## Application Form & Cover Letter

Potential candidates should complete the Tor View School's application form, available from [recruitment@theviewtrust.org](mailto:recruitment@theviewtrust.org) outlining how they meet the criteria as detailed below, referencing their skills as per the Additional Needs Teaching Assistant job description / person specification and also listing all relevant qualifications.

Completed application forms are returnable to: Miss Laura Mathieson – Deputy Headteacher – [l.mathieson@theviewtrust.org](mailto:l.mathieson@theviewtrust.org)

## Application Deadlines

Closing date:	<b>Friday 23<sup>rd</sup> July 2021 at 9am</b>
Shortlisting:	<b>Friday 23<sup>rd</sup> July 2021</b>
Planned interview date:	<b>TBC</b>

Shortlisted candidates are advised that they will be contacted with details of the interview process as soon as possible following the closing date.

## Safer Recruitment

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates' suitability to work with children.

The academies within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

All staff will be required to hold an enhanced DBS Disclosure.

*To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.*

## Equal Opportunities

At our Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.



## Sea View Trust: Additional Needs Teaching Assistant Level 2

Job Description	
<b>Job Title</b>	Additional Needs Teaching Assistant Level 2 based in the Intensive Support Centre. Temporary in the first instance (initially to 31 <sup>st</sup> August 2022) and subject to satisfactory completion of a probationary period with the likelihood of extension for suitable candidates
<b>Pay Grade/ Scale/ Range</b>	Trust Grade D SCP 7 – 11 £15,136 to £16,384 pro rata (£20,092 to £21,748 FTE)
<b>Working Hours</b>	Monday – Friday 8:40am – 3:40pm (32.50 hrs) Term time + 5 days Inset (39 weeks)
<b>Location</b>	Tor View School, Rossendale
<b>Staff Responsible to:</b>	Headteacher
<b>Staff Responsible for:</b>	N/A
<b>Start Date</b>	September 2021 – subject to satisfactory completion of mandatory checks
<b>Special Conditions</b> An enhanced Disclosure and Barring Service (DBS) check is required for this post	

Role Title	Typically reports to
Sea View Trust Additional Needs Teaching Assistant (ANTA) Level 2 Blackpool Grade D	Class Teacher/ Senior Support Staff
Information sources	Date of profile
Agreed by School Working Party Job Evaluation Panel	01.04.2021
<b>Purpose of the role (job statement)</b>	
<p>To work with teachers as part of a professional team to support teaching and learning for pupils with SEND in the Intensive Support Centre (ISC) which is a specialist teaching facility catering for the education and care of children and young adults with Autistic Spectrum Conditions (ASC) and severe learning difficulties. These young people display extreme challenging behaviour and some have been placed with us following the breakdown of placements at other specialist provisions.</p> <p>Physically robust and assertive colleagues are required to work in the ISC. The candidates will mainly work as a 1:1 key workers, assisting teaching colleagues and delivering behaviour support programs. Due to the high physical demands of these posts, resilience is essential, together with the ability to employ Team Teach techniques for which full training will be given.</p>	
<b>Responsibilities</b>	
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEND.</li> <li>2. Assist with planned learning activities/teaching programmes as agreed with the teacher, and</li> </ol>	

resolving related problems as appropriate.

3. Participate in planning and evaluation of learning activities with the teacher for the session, day or week and providing feedback to the teacher on pupil progress and behaviour.
4. Support the teacher in monitoring, assessing and recording pupil progress/activities.
5. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
6. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional.
7. Share information about pupils with other professional, as appropriate.
8. Support pupils to understand instructions support independent learning and inclusion of all pupils.
9. Support the teacher in behaviour management and keeping pupils on task.
10. Attend to pupils' personal needs including toileting, hygiene, dressing and feeding, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate.
11. Physically assist pupils in activities (may involve hoisting/lifting, where mobility is an issue).
12. Requires the regular manoeuvring of pupils with severe physical disabilities;
13. Prepare and clear up the learning environment and resources and contribute to maintaining a safe learning environment, including photocopying, filing and the display and presentation of pupils' work.
14. Responsible for the careful and safe use of specialist equipment e.g. standing frames, sensory equipment.
15. Maintain confidentiality and adhere to safeguarding procedures;
16. Working with individuals, groups and/or whole classes of pupils where work is regularly interrupted, which requires switching from one activity to another.

**Additional Needs Teaching Assistants at this level may also:**

1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training;
2. Support children's learning through play;
3. Support pupils as part of a planned inclusion programme/work experience programme;
4. Assist with break-time supervision including facilitating games and activities;
5. Assist with escorting pupils on educational visits;
6. Support pupils in using basic ICT;
7. Support pupils with exams and tests;
8. May demonstrate own duties to new or less experienced staff. development/oversee the work of other support staff as directed by the teacher;

**Indicative knowledge, skills and experience**

- Level 2 qualification or equivalent, or relevant experience;
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety;
- Experience of dealing with pupils with challenging behaviour;
- Requires knowledge and procedures for supporting personal and learning activities.

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)
Qualifications	
• Relevant Child Care qualification (or equivalent)	D
• Level 2 qualification or equivalent , or relevant experience	E
Experience	
• Previous and substantial experience of working with children with SEND	E
• Previous and substantial experience of working in a relevant classroom/environment	E
• Experience of working with or caring for children of relevant age	E
• Experience of working with pupils with challenging behaviour	E
• Experience of working in Special School/Relevant Key Stage	D/E
Knowledge/skills/abilities	
• Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard	E
• Ability to relate well to children and adults	E
• Ability to work constructively as part of a team; understand classroom roles and responsibilities and your own position within these	E
• Ability to organise classroom resources	E
• Good communication skills	E
• Ability to communicate effectively with parents/carers	E
• Ability to supervise and assist pupils	E
• Time management skills	E
• Organisational skills	E
• Understanding of the concept of confidentiality	E
• Administrative skills	D
• Good numeracy and literacy skills	E
• Ability to make effective use of ICT to support learners	E
• Team Teach Trained	D
• Experience of working in a Special School/Early years setting	D
• Basic knowledge of First Aid	D
• Flexible attitude	E
• Ability to self-evaluate learning needs and actively seek learning opportunities	E
Other	
• Commitment to undertake continuous professional development	E
• Commitment to safeguarding and protecting the welfare of children and young people	E