



Teaching and Learning Assistants Term Time, Permanent Candidate Information Pack



Small enough to care, big enough to deliver a positive impact

Executive Headteacher's welcome

Thank you for your interest in this opportunity to join our team at Seaton Valley Federation of Schools as a **Teaching and Learning Assistant**. In preparation for September we have a number of positions available based at Astley Community High School, Whytrig Middle School and Seaton Sluice Middle School. The positions are permanent. As our student numbers continue to increase we are looking to add to our experienced team.

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.

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 these posts 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	558	119
Seaton Sluice Middle School	9-13	308	N/A
Whytrig Middle School	9-13	299	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

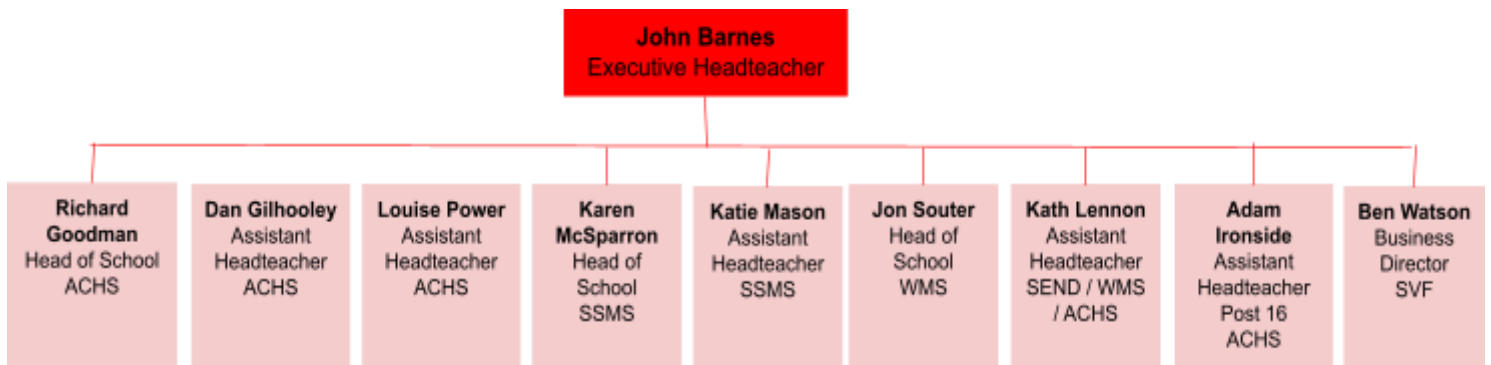
We are very proud all three schools in Seaton Valley Federation are rated as GOOD schools by Ofsted. The most recent inspection at Whytrig Middle judged the school to be a Good school overall and 'Outstanding' for behaviour and attitudes. See below some of the comments made on our most recent ofsted reports:-

"Overall behaviour across the school is very good. Leaders and staff set pupils clear expectations and make effective use of the school's behaviour management systems, including the merits rewards. Pupils engage well in lessons, are pleased to share their learning and work collaboratively with their peers. Pupils behave well at lunchtimes and breaktimes, socialising well with friends. Movement between lessons is orderly and pupils arrive promptly and ready to work hard." **Ofsted 2018 (SSMS)**

"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)**

"This school is an inclusive environment where pupils value each other. They respect and celebrate difference. There is a strong sense of community and pupils feel responsible for each other. Pupils spoken to would all challenge bullying if they saw it. Parents and carers and pupils agree that if bullying does occur, it is dealt with effectively by staff. Pupils feel safe and happy here. They are rightly proud of their school. Behaviour is exemplary. Pupils who have previously found school difficult thrive and flourish here." **Ofsted 2021 (WMS)**

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**, but we know that you will want to know more about our SEND provision.

Across all three schools, 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.

We have excellent facilities in terms of SEND teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEND students. The Seaton Valley Federation has been selected to establish Northumberland's ASD Additionally Resourced Provision (ARP), located on Astley Community High and Whytrig Middle School's Elsdon Avenue site in Seaton Delaval.

The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

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



Seaton Valley Federation of Schools

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

Teaching and Learning Assistant

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

Band 2: £20,812 to £21,189 per annum pro rata (£14,261 - £14,848 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.

As our student numbers continue to increase, we are recruiting for a number of Teaching and Learning Assistants across the federation, in preparation for September.

Astley Community High School - 4 posts
Whytrig Middle School - 2 posts
Seaton Sluice Middle School - 2 posts

The roles are within a team of experienced Teaching and Learning Assistants who will be supporting children in the classroom working under the direction of the SENDCo. We are looking for people who 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.

We would also be interested in hearing from you if you are interested in taking on the role for the first time, looking to get on the job experience in the role. 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 (or would like to work towards).. You will also need to be able to form effective relationships with students, staff, parents and fellow professionals.

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 must be submitted **by 9am on Monday 21st August 2023 by e-mail to vacancies@svf.org.uk**. Please indicate clearly the title **Teaching and Learning Assistant** in the subject field of your email. If you have a preference as to which school you are looking to work in, please indicate this in your email.

**JOB DESCRIPTION AND PERSON SPECIFICATION
FOR TEACHING AND LEARNING ASSISTANT POST**

Post Title: Teaching and Learning Assistant		Director/Service/Sector: Children's Services		Office Use
Band: Band 2		Workplace: Astley Community High School and Whytrig Middle School		JE ref: S1253 HRMS ref:
Responsible to: SENDCo		Date: September 2015	Manager Level:	
Job Purpose: To enable access to learning for students with learning support needs to help them achieve their full potential and to provide general support for teaching and learning, as required.				
Resources	Staff	None		
	Finance	None		
	Physical	Classroom and office equipment		
	Clients	Internal (pupils, teachers and other support staff), external (parents, Children's Services)		
Duties and key result areas:				
<p>The postholder may be deployed to work in a variety of settings across Astley Community High School and Whytrig Middle School, as directed by the Assistant Headteacher – Inclusion, including working 1:1 or with small groups within a classroom setting, intervention programmes/clubs outside of timetabled lessons (including breakfast/homework/activity clubs) or to provide general support within a lesson that may include SEND students.</p> <p>Duties and Responsibilities</p> <p>1. Support for Pupils:</p> <ul style="list-style-type: none"> ● Have up to date knowledge of individual pupils' Education, Health and Care Plans or equivalent assessment Needs. ● Use appropriate support strategies to enable students to have access to the curriculum. ● Have up to date knowledge of current and target levels/grades for relevant pupils and know how to support pupils in meeting their targets. ● Where appropriate support other pupils who have learning support needs ● Supervise and support students in their access to learning. ● Establish good relationships with students, acting as a role model and responding to the needs of each individual student. ● Actively promote inclusive practice within all settings and encourage students to act independently as appropriate. ● Follow guidelines with reference to special arrangements in external/internal examinations and statutory tests and support by acting as reader, scribe, prompt etc. ● Follow agreed individual programme of work for specified 1:1 lessons or small group interventions ● Contribute to preparation of reports for individual students (e.g. EHCP Annual Review or equivalent, School Report) ● Attend reviews, multi-disciplinary meetings etc for SEND students as required by the SENCo. ● Support the social and emotional wellbeing of vulnerable students and assist other colleagues with appropriate strategies ● Where required, support the physical wellbeing of students including ensuring health and safety risks are managed, accessing first aid assistance etc. <p>2. Support for teachers:</p> <ul style="list-style-type: none"> ● Participate in joint planning with relevant teachers to enable support to be best deployed ● Where appropriate, liaise with relevant teachers to create differentiated resources. ● Manage pupil behaviour to facilitate learning of all students in accordance with relevant policies 				

- Withdraw, under the direction of the teachers, individual students or small groups of students for specific intervention to meet learning objectives.
- Provide feedback to teachers on student progress and any areas of concern
- Support the assessment and tracking of pupil progress and attainment including maintaining records as necessary.

3. Support with the curriculum:

- Maintain a working knowledge of curriculum in relevant Key Stages depending on deployment to support students to access the curriculum
- Support pupils in their use of IT as required.
- Prepare, maintain and clear away equipment and resources, photocopy materials and assist with display in classrooms.

Responsibilities

1. Comply with and assist with the development of policies and procedures relating to child protection, health and safety, equal opportunities, e-safety, confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the schools.
3. Participate in training and development, and other activities that contribute to the management of performance
4. Attend and participate in regular meetings.

These schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' 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.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
EDUCATION/TRAINING QUALIFICATIONS AND KNOWLEDGE	<p>Good numeracy and literacy skills including NVQ Level 2 qualification in Maths and English (or equivalent)</p> <p>General awareness of SEND Code of Practice and Education Health and Care Plans</p> <p>Awareness of first aid and health/safety</p> <p>Understanding of how to safeguard vulnerable students</p>	<p>5 A* – C at GCSE (or equivalent)</p> <p>Achieved or undertaking a Teaching Assistant or Special Needs Support qualification</p> <p>First Aid Qualification</p> <p>Achieved or undertaking ICT qualification</p>
EXPERIENCE	<p>Experience of working with children of the relevant age.</p> <p>Working in a 1:1, small group and classroom environment</p>	<p>Recent experience of working with children with additional needs within relevant Key Stages.</p> <p>Report writing and record keeping.</p>
PERSONAL QUALITIES, APTITUDES	<p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Professional in attitude and conduct.</p> <p>Can relate well to both children and adults.</p> <p>Can actively self evaluate learning needs and seek out learning opportunities.</p>	
SKILLS	<p>Basic ICT skills</p> <p>Basic office skills e.g. photocopying, filing</p>	<p>Can demonstrate practical application of the principles of child development and the learning process</p>
PHYSICAL, MENTAL AND EMOTIONAL DEMANDS	<p>Involves periods of standing with some kneeling, bending and stretching.</p> <p>Need to remain alert to monitor pupil activity, learning and health and safety risks.</p> <p>Some exposure to upsetting pupil and family circumstances.</p>	
OTHER	<p>Willingness to participate in training and personal development</p> <p>No adverse criminal record</p>	

A = Application

O = Observation

I = Interview

R = References

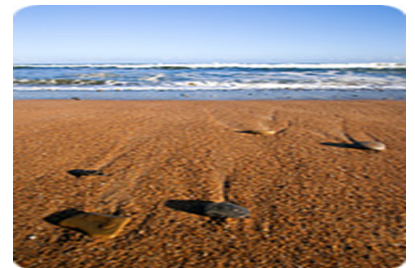
Working in the Seaton Valley Federation of Schools

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 Equality and Diversity

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 must be **e-mailed by 9am on Monday 21st August 2023** to: vacancies@svf.org.uk. Please quote **Teaching and Learning Assistant** 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 0BP
Telephone: 0191 2371505
Website: www.svf.org.uk