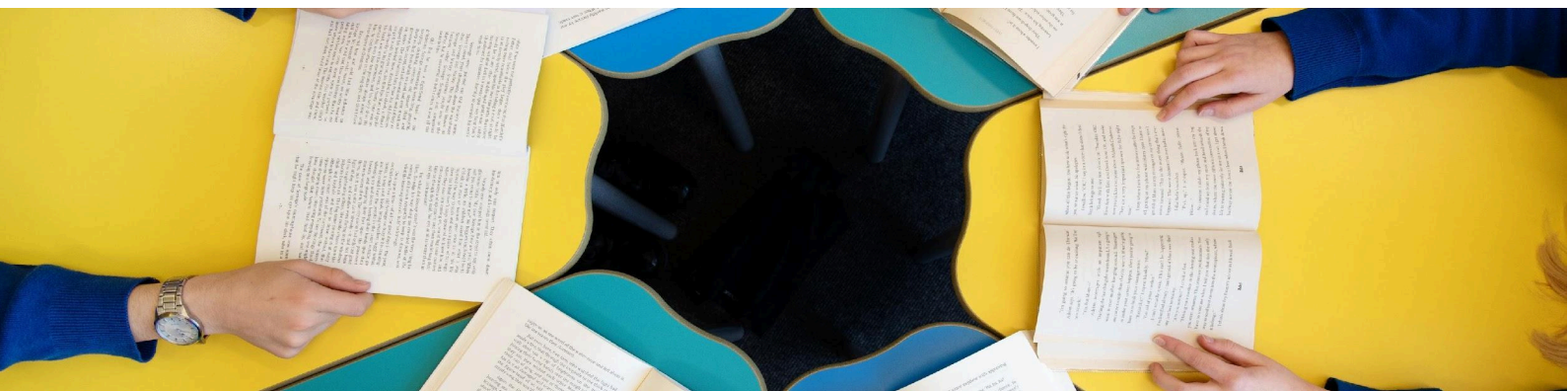


# SEATON VALLEY FEDERATION OF SCHOOLS



## LEARNING SUPPORT ASSISTANTS Band 4

Part Time- Term Time plus one day (3 posts)

Permanent

## About us

Astley Community High School, Whytrig Middle School and Seaton Sluice Middle School are part of the Seaton Valley Federation of Schools. The three schools share a single governing body.

*I have a very simple philosophy when it comes to the type of schools that I want to lead. Simply put, I want them to be outstanding in everything that they do and ensure that students attend a school where they are safe, happy and successful. 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.*

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.



John Barnes, Executive Headteacher

## Seaton Valley Federation of Schools

Elsdon Avenue  
Seaton Delaval  
Tyne and Wear  
NE25 0BP  
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<b>Job role</b>	Learning Support Assistant Band 4
<b>Type of contract</b>	Permanent, 30 hours per week, term time plus 1 day
<b>Salary/Scale</b>	Band 4: Scale Points 7 to 11 £24,294 to £25,979 (£16,647 to £17,802 pro rata) Pay Award Pending
<b>Required from</b>	1 September 2024

### **Small enough to care, big enough to make a positive impact**

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. The roles are within a team of experienced Teaching and Learning Assistants who will be supporting children in Astley Community High School, Whytrig Middle School and Seaton Sluice Middle Schools. As our student numbers continue to increase we are looking to add to our team. We are recruiting for 3 positions at Astley Community High School.

Working under the direction of the SENCo 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. The band 4 positions are working with specified children with ASD, you should have experience of supporting students with autism and be able to form effective relationships with students, staff, parents and fellow professionals.

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.

The roles will be working five days per week, term-time plus one training day at the start of the school year. It is expected that your initial working hours will be Monday and Friday 9am to 3.30pm, depending on which school you work in, with a 30 minute lunch break each day, although this working pattern may change from time to time to meet the operational needs of the schools.

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.

# How to apply

Interested in applying? Please click on this link to complete our application form

<https://forms.gle/6PuwUbOr6ote4Bpe8>

Applications must be received **by 9am on Tuesday 2nd July, 2024. Please indicate the job title - LSA Band 4.**

It is expected that interviews will take place on **Tuesday 9th July 2024**

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

## Job Description

<b>Post title:</b>	Learning Support Assistant - Band 4
<b>School:</b>	Seaton Valley Federation
<b>Payscale:</b>	Band 4
<b>Date:</b>	June 2024
<b>Responsible to:</b>	SENDCo
<b>Responsible for:</b>	Some mentoring of Learning Support Assistants (Band 2)
<b>Job purpose:</b>	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.

### Duties and key result areas:

The postholder may be deployed to work in a variety of settings across the Seaton Valley Federation, 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.

### Support for Pupils

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.  
Provide pastoral support for students.
3. 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.
4. 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.
5. To actively promote inclusive practice within the classroom setting and indeed the whole school environment to ensure acceptance of all children.
6. Encourage students to interact with one another appropriately and support their emotional well-being in doing so.
7. Support students consistently whilst recognising and responding, according to their individual plans, to their individual needs.
8. To have challenging expectations that encourages children to act independently and build self esteem.
9. Provide feedback to students in relation to progress, achievement and attendance.
10. Attend to students' personal needs and provide advice to assist in their social, health and hygiene development.
11. 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.

### **General Responsibilities**

1. Be aware of and comply with policies and procedures relating to safeguarding of children/vulnerable adults, health, safety and security, confidentiality and data
2. protection, reporting all concerns to an appropriate person.
3. Be aware of and support difference and ensure equal opportunities for all.

4. Contribute to the development and implementation of the overall ethos/work/aims of the federation.
5. Develop constructive relationships and communicate with other agencies/professionals.
6. Participate in training and other learning activities and performance development as required.
7. Recognise own strengths and areas of expertise and use these to advise and support others.
8. To undertake other duties and responsibilities that can be reasonably expected of and are relevant to the level and nature of the post.

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 Federation'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.

# Person Specification

<b>Post title:</b>	Learning Support Assistant (Band 4)	
<b>School:</b>	Seaton Valley Federation	
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
Very good numeracy and literacy skills NVQ 3 for Teaching Assistants or equivalent qualifications Participated in training related to various national strategies e.g. literacy and numeracy	First Aid Certificate or equivalent ELSA qualification	A, I, O, R
<b>Experience</b>		
Working with children of the relevant age Basic clerical skills Working with children with additional needs	Supervising small groups of children Counselling	A, I, R
<b>Skills and Competencies</b>		
Effective ICT skills and 3 years experience of using ICT in a learning environment Ability to use other types of learning technology e.g. photocopying, whiteboards, multimedia Understanding of codes of practice and recent relevant education Good understanding of the principles of child development and the learning process Can work as a member of a team, understanding their role in the classroom and associated responsibilities		A, I, O, R
<b>Other</b>		
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.		A, I, R, C

(a) application form, (i) interview, (r) references (o) observation

# What it's like to work here

*"Being a teaching assistant in the Seaton Valley Federation has opened many doors for me. I am supported by amazing members of staff and have had the chance to build many relationships with the children and help them along their educational journey. It brings me so much joy to be able to be a part of their school life and help them to flourish."*

## **Eve Lamb, Teaching Assistant**

*"Working at Seaton Valley Federation is a privilege. Our team is warm, welcoming and friendly. The role of a TA here is important and valued, and is always rewarding and immensely satisfying. We really do make a difference!"*

## **Rikki Houlsby, Teaching Assistant**

*"Working at Seaton Valley Federation is like working with family. It is a supportive environment where you're trusted to get on with your job because you're the expert."*

## **Gary Taylor, Business Manager, Data & Curriculum Support**

*"Working for SVF is fantastic! There is a fab team behind the scenes who are great at supporting each other - whilst also having a laugh along the way!"*

## **Matty Kiddell, IT Manager**

*"I joined Seaton Valley Federation two years ago and I would say that the most important elements of working across our three schools are firstly that you are trusted to do the job you are employed to do, secondly, you are part of a welcoming and supportive team and thirdly the variety of the role is amazing - no two days are the same."*

## **Angela Hall, Partnerships and Marketing Officer**



# Our Ethos & Values

As part of the Seaton Valley Federation we share the same ethos and vision and use this as a reference point for all we do. Our vision is:

- **To be exceptional in everything we do.**
- **To ensure that everyone attends a school where they are safe, happy, successful and have lots of opportunities.**
- **To provide a positive learning environment which allows everyone to achieve their potential.**

We have three main themes to our ethos:

- **To know every child academically and pastorally as a complete young person.**
- **To treat everyone and everything with respect.**
- **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 and traditions are abused or attacked
- Show respect for the rule of democracy and respect for the democratic principles of England.

## Commitment to Continuing 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.
- 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.



# Safeguarding

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.



# Ofsted

We are very proud of the Ofsted Reports for all three schools

“They are rightly proud of their school. Behaviour is exemplary. Pupils who have previously found school difficult thrive and flourish here.” **Ofsted 2021 (WMS)**

“Pupils display excellent behaviour in lessons and at social times. Incidents of poor behaviour do occur occasionally but are addressed immediately. Pupils who struggle to meet the school’s high expectations are supported well. External speakers, small-group work and other interventions are used to help pupils get back on track. Leaders are inclusive and determined that every pupil can succeed at the school.” **Ofsted 2023 (SSMS)**

“Pupils say that they are very proud of their school. They struggle to think of anything they would want to improve about it”. **Ofsted 2019 (ACHS)**