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|  | **Wilmslow High School** |  |



**Learning Support Assistant – Specialist Skills,**

**Hearing Impairment**

**Grade 6 (Point 21 £15,181 – Point 25 £17,080 actual)**

Dear Applicant

Thank you for your interest in the post of Learning Support Assistant – Specialist Skills, Hearing Impairment at Wilmslow High School.

This is a fixed-term, full-time, term-time post from 1st September, 2018 – 31st August, 2019.

A package of information is enclosed in this booklet. In addition, the school website [**www.wilmslowhigh.com**](http://www.wilmslowhigh.com)might be helpful**.**

I hope that you will find the material interesting and that you will decide to apply for what we regard as an exciting post.

Further information will be sent to those applicants called for interview. Should you require any further details in the meantime, please do not hesitate to contact our Personnel Assistant, Debra Acton.  
  
I look forward to receiving your application.



James Pullé

Headteacher

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**Wilmslow High School**

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| **Section 1: Wilmslow High School** |

**Our Improvement Vision**

Young people only get one chance at education; therefore, at Wilmslow High School we are committed to the pursuit of excellence for every student, every day. We do this through our dedication to learning, by being guided by values and in striving to serve.

We are committed to preserving a happy and caring environment that is rooted in our core values, and in which staff and students can flourish, whilst challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

**A whole curriculum**

We are committed to a broad and balanced ‘whole’ curriculum delivered by knowledgeable subject specialists, which offers all our students a rich diet of scholastic, creative, practical and sporting opportunities. We are proud of our wide range of both curricular and extra-curricular provision (over 30 subjects at GCSE and A Level and over 50 extra curricular activities) and the variety of opportunities that we are able to offer our students to grow and excel at school, regional and national level. Our sports specialism remains at the heart of our culture and ethos in raising participation, expectations and standards. We are also looking to develop further as a Reading School.

**Research-based teaching**

A great strength at Wilmslow High School is our excellent subject knowledge, but we are keen to challenge ourselves and raise attainment by developing our pedagogical expertise further. We are currently working across the school to deepen our understanding of ‘Big Ideas’ and effective assessment. We are looking to develop further our knowledge of ‘what works and why’ through our growing range of CPD, book clubs, lesson study and action research.

**High expectations**

We aim to grow young people of character who will flourish in their futures. We want each and every one of our students to have a worthwhile ambition for their future that we can help them to achieve. We expect the highest standards of courtesy and respect from our students and are rarely disappointed. We also expect all our staff to support the maintenance of our high standards, but we are looking to develop further the resilience of our students to demand more challenge in their learning.

**Commitment to every child**

Every child matters at Wilmslow High School so we were very proud to be the first school in the country to be accelerated to Inclusion Quality Mark Flagship Status in 2015. We are very proud of our House system that lies at the heart of ‘The Wilmslow Way.’ We have a range of innovative strategies that we use to support our students but we are looking to develop our range of teaching and learning strategies further so that all our students can fulfill their potential. Particular areas that we are keen to develop are the performance of our low attaining students and ‘hard to reach’ students.

**Commitment to the wider educational community**

We are a thoughtful, reflective, innovative community, keen to build ‘professional capital’ at a local and national level. We are strongly committed to the Whole Education Network, as a pathfinder school and inaugural member of the Northwest regional network. We are also proud of our contribution to the educational community both through our contribution to local Teach Meets and subject hubs, and our involvement presenting at national conferences and ResearchEd events.

**Commitment to the wider community**

We see our school as being at the heart of the local, regional, national and global community for all our students. We have excellent links through the KPMW soft federation with other local secondary schools (Knutsford, Poynton and Middlewich). We also have strong and developing connections through the Wilmslow Education Partnership with our partner primaries. We are keen to work with our local community, and were proud to be highly commended in the TES Community and Collaboration Awards (2015) for our links to local businesses through our Achievement Partners Programme.

In Appendix 2 you will find our Pursuit of Excellence document that outlines our ambitions as we move forward.

**School performance**

Having been graded ‘outstanding’ by Ofsted in 2011, and ‘good’ in 2013 under a revised inspection framework, in 2017 we celebrated our strongest set of results in the last four years at both GCSE and A Level as a result of the excellent efforts of our staff and students. Nevertheless, we recognise that there is more to be done in both embedding the gains that we have made and raising attainment further. We look forward to working together to achieve this.

**About our school**

Wilmslow is a pleasant commuter town with a population of about 30,000. Our school is the only state secondary in the town, drawing from a catchment of Wilmslow, Handforth and Alderley Edge. We are heavily oversubscribed due to the excellent reputation that the school enjoys. We are a large school, with approximately 2000 students on roll, including a sixth form of almost 500 students; however, due to our strong sense of community, we are a school in which every child is known.

Our intake of high attaining students is significantly above national average, but our intake of top attaining students is average. We have a higher percentage of boys than average and, as part of our commitment to inclusion, we host two LA-funded resource provisions for Hearing Impairment and Autistic Spectrum Condition. The social composition of our catchment is extremely wide, ranging from students with the lowest IDACI score possible to students from areas within the top 20% of deprivation in the country. Approximately 16% of our students are disadvantaged, and narrowing the aspiration and attainment gap for these students remains a priority for us.

Professional Development

We are keen to develop our teachers and future leaders whatever their career stage. We run induction programmes for new staff and for newly qualified teachers, and are extensively involved in initial teacher training through PGCE and Teach. First We have close links with ‘Whole Education’ development programmes. Targeted mentoring is also provided for those eligible to apply for pay progression. Our middle leadership meetings are open to all teachers and we are happy to provide coaching and leadership opportunities for teachers who are keen to progress their careers. Our local and national links mean that there are plenty of opportunities for those who wish to ‘make their mark’ in education.

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| **Section 2: The Post, Person Specification and Context** |

Title: Learning Support Assistant – Specialist Skills:   
 Hearing Impairment (AAAE5053)

Salary: Grade 6 (Point 21 £15,181 – Point 25 £17,080 actual)

32.5 hours per week over 38.20 weeks per year

Monday – Friday, 8.30am – 3.30pm

Date of Appointment: This is a fixed-term, full-time, term-time post from 1st September, 2018 – 31st August, 2019.

**Context**

The post-holder will work within the Learning Support Department supporting students with hearing impairment. Students with hearing impairment are provided for both as part of our mainstream student cohort and within our HI Resource Provision base.

The post is being advertised due to a vacancy arising from increasing student numbers and various staffing changes.

The Learning Support Team at Wilmslow High School is a significant part of the school with a staffing budget of approximately £1 million. Learning Support helps approximately 50 students with Education, Health and Care Plans to be educated in a mainstream setting, with an emphasis on inclusion and growing independence. The work of the team encompasses the whole school and includes students in every year group and subject. The team benefits from a large purpose-built base which includes a resource provision for ASC students and a resource provision for hearing impaired students as well as a number of other facilities which enable us to support students with a wide variety of different physical, emotional, sensory and communication needs.

LSAs with specialist skills in hearing impairment work both within the Hearing Impaired Resource Base and within the mainstream Learning Support Team. At the present time the hearing impaired team supports a number of students in Years 7 to 11 but they also support hearing impaired students in the sixth form when required. The work of the Resource Provision is focused on a smaller number of students in Year 7 to Year 11 who typically have more significant needs but are able to access an adapted mainstream curriculum.

This would be an excellent role for someone looking to capitalise on their knowledge and experience of supporting young hearing impaired people in the context of a large team. We offer a variety of opportunities to gain different experiences and support for colleagues who wish to progress further within Special Educational Needs.

Information relating to the school generally may be accessed through the school’s website at [www.wilmslowhigh.com](http://www.wilmslowhigh.com)

**Person Specification**

| **Attributes** | **Essential** | **Desirable** |
| --- | --- | --- |
| **Qualifications** | Level 2 qualifications in English and mathematics | * Level 3 academic qualifications and, ideally, university level qualifications. * BSL- Level 2 or 3 |
| **Experience** | * Experience of working with young people with Special Educational Needs. * Experience of working with hearing impaired people. * Experience of working in a school or college | * Specialist qualifications in the education of, or in supporting the education of, young people with SEN, ideally including hearing impairment. * Experience of supporting young people with hearing impairment in a secondary school context * Experience of supporting children in preparing for their future careers, e.g. applying for college / university courses |
| **Personal Qualities** | * Patience * Calmness * Integrity * Imagination * Empathy * Curiosity to learn | * Charisma * Humour * Intellectual curiosity |
| **Skills and Knowledge** | * Understanding of hearing impairment and effective approaches to supporting young hearing impaired people. * Ability to work flexibly and constructively as part of a team and adapt approaches according to circumstances and the needs of other individuals. * Confidence in and knowledge of the core school curriculum, particularly in English, mathematics and science. | * Knowledge of careers including university degree courses and the UCAS process * Knowledge of effective learning strategies and experience of coaching students in these |

Wilmslow High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure and Barring Service. A consideration of the person’s suitability to work alongside children is part of the selection process. Applicants will be required to undertake pre-employment checks which will include References, Health, Right to Work in UK, DBS and a Declaration that neither they nor anyone who lives in the same household is a disqualified person under the Childcare (Disqualification) Regulations 2009.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

* Disciplinary offences relating to children, including any which the penalty is ‘time expired’
* Whether the applicant has been the subject of any child protection concerns
* The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

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| **Section 3: Job Description** |

Post: Learning Support Assistant – Specialist Skills: Hearing Impairment

(AAAE5053)

Salary Scale NJC Grade 6

**Purpose of Post**

To work as part of the Learning Support Team, undertaking a specialist role using relevant expertise supporting students with Special Educational Needs, in particular Hearing Impairment from Years 7-13. To work collaboratively with teaching staff and other support staff in the development, education and inclusion of students with learning difficulties/ disabilities in mainstream classes and HI Resource Base.

**To whom responsible**

CurriculumTeam Leader – Learning Support

**Principal Duties**

**In relation to the individual student**

* To develop an understanding of the special educational needs of the students.
* To take into account the student/s’ special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
* To build and maintain successful relationships with students, treat them consistently, with respect and consideration.
* To help promote independent learning.
* To help reinforce learning.
* To assist students with physical needs.
* To help students record work in an appropriate way.
* To develop study and organisational skills.
* To help keep the students on task and to build motivation.
* To model good practice.
* To help build the student/s’ confidence and enhance self-esteem.

**In relation to the Teacher**

* To have formal and informal meetings with teachers to contribute to planning lessons / activities.
* To prepare materials and resources in connection with specialized area.
* To prepare students beforehand for a task.
* To deliver differentiated activities with identified students or groups, providing specialized input within and withdrawn from mainstream as appropriate.
* To support the teacher in implementing specific teaching programmes.
* To supervise practical tasks both in and out of the classroom (including educational visits)
* To carry out structured classroom assessment/ observation and feedback   
  outcomes to the teaching staff/line manager.
* To be involved in keeping records, as specified by teaching staff/ line manager and evaluating identified students’ progress.

**In relation to the School**

* To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate
* To co-ordinate the work of individuals or groups of teaching assistants so that the needs of particular projects and shared objectives for supporting individual or groups of students are met.
* To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
* To identify personal training needs and to attend appropriate internal and external in-service training staff reviews and meetings.

**Supervision arrangements:**

* Termly formal review of performance with Line manager
* Regular meetings for team of LSAs (once a week) Observation of classroom support work by Line manager or other named person

Notes

**Health and Safety**

To take all reasonable steps to ensure the Health and Safety of students and staff within the teaching base environment

To promote and safeguard the welfare of students in accordance with the school’s child protection policy

**Local Authority Flexibility Policy**

Notwithstanding the detail in this job description, in accordance with the   
 Policy the jobholder will undertake such work as may be determined by the   
 Headteacher from time to time, up to or on a level consistent with the   
 Principal Responsibilities of the job.

**‘No Smoking’ Policy**

The school is an entirely ‘no smoking’ environment.

**Review**

This will be reviewed annually at the end of the academic year or earlier if   
necessary. In addition, it may be amended at any time after consultation with   
you.

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| **Section 4: Arrangements for the Application** |

Application details

Please apply by uploading a completed application form through [www.tes.com](http://www.tes.com) (please note that the application form must be completed in full before it can be considered). We use the official TES application form. If you experience any problems with this or require further information please contact Debra Acton, Personnel Administrator [dacton@wilmslowhigh.cheshire.sch.uk](mailto:dacton@wilmslowhigh.cheshire.sch.uk) or 01625 441085

Closing Date: Tuesday, 17th July 2018 at 12 noon

Formal Interview Date: Thursday, 19th July 2018

Applicants invited for interview will be contacted by telephone. If you have not heard from the school by **Friday 20th July, 2018** please assume that on this occasion your application has been unsuccessful.

Our school community places the highest priority on keeping our children safe. Applicants for all posts will be subject to stringent vetting and induction processes.

Asylum and Immigration Act

If successful with this application you will be asked to confirm, in advance of taking up the appointment, that you are eligible to work in the United Kingdom. In order to establish this you will be asked to provide us with documentation showing your National Insurance Number of provide copies of Tax Forms P45 or P60, or if this is not possible, other evidence of your entitlement to work.

**The Rehabilitation of Offenders Act**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than two years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence has never occurred. This is known as a spent conviction.

The holder of this post will be required to work with children under the age of 18 in a position of trust and is, therefore, exempt from the Rehabilitation of Offenders Act. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

**Disclosure and Barring Service Check (DBS, formerly CRB)**

Successful applicants will be subject to a Disclosure and Barring Service Check (Disclosure) from the Disclosure and Barring Service. These were previously known as CRB checks. There are three levels of Disclosure: Basic, Standard and Enhanced. This job is subject to an Enhanced Disclosure**.**

*Standard disclosures* provide details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. *Enhanced disclosures* involve an additional level of check to those above and also include a check on local police records. This post is subject to an Enhanced disclosure. Further information about the Disclosures scheme can be found at [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

**If called for interview, please bring with you as much of the following as possible so that we can complete the necessary identity check and, if your application is successful, a DBS check:**

**If you have a passport and/or a driving licence you MUST provide both (if it is a photographic driving licence the paper counterpart must also be provided), your original birth certificate or marriage certificate and one piece of recent documentation (e.g. utilities bill) which shows your current address.**  **If you have changed your name, you will need to provide evidence of this**. **One document should contain photographic evidence of your identity.**

If you are appointed, you will be required to complete part of your DBS disclosure application online at home.  Please keep the identity documents you have supplied at interview handy, as you will need to input information from these as part of the process.

If the outcome of the process for the successful candidate is that the DBS certificate contains information, the school will need to see the original DBS certificate in order to decide whether the appointment can proceed.

**Qualifications**

Please also bring, if called for interview, original copies of the certificates which awarded your degree(s) and QTS status.

**Occupational Health**

The appointment is subject to satisfying the County’s appointed Occupational Health Physician of your medical suitability for appointment to this post.

**Recruitment Data Privacy Notice**

We collect a range of information about you during our recruitment process, including:

* Your name and contact details
* Your qualifications, experience, skills and employment history
* Whether you have the right to work in the UK
* Your current salary
* Whether you have a disability for which we need to make reasonable adjustments during our recruitment procedure

We will collect this information from your application form and, if called for interview, the documents you bring in. If your application is unsuccessful, we will store your application form on our internal computer network and in hard copy in our HR department for six months from the date of interview. If your application is successful, we will store this information within your personnel file and issue you with a new privacy notice setting out how long we keep your personal information.

If called for interview we will obtain relevant information from former employers/ referees and store it for six months as above. If you are appointed, we will also obtain information from the Disclosure and Barring Service to carry out the necessary background and criminal record checks. We will not store the DBS information but we will record that we have received it.

**Why We Handle Your Personal Data**

We need to process various types of information about you to:

* Manage the recruitment process fairly and consistently, assess your suitability for the role and decide whether to employ you
* Take the necessary steps before entering into a contract with you
* Comply with our legal obligations, such as checking your right to work in the UK before employment starts
* Make reasonable adjustments to the recruitment process in response to information about disabilities
* Collect data for equal opportunities monitoring
* Provide evidence, if necessary, that the recruitment process has been managed fairly, consistently and legally

Without the data itemised above we will not be able to process your application properly, if at all.

We have strict controls in place to prevent the loss, accidental destruction, misuse or disclosure of your data.

**Automated Decision Making**

We do not base our recruitment process solely on automated decision making

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| Section 5: Statistical Profile |

# Details of the most recent GCSE and A level performance data are available through the following link:

<http://www.wilmslowhigh.com/about-us/school-performance/>

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| Appendix |

**Wilmslow High School**

**Rationale, Aims, Statement of Entitlement**

**Rationale**

Education at Wilmslow High School is based upon the premise that all children are of equal value, the belief that education has intrinsic worth and the determination to meet individuals' educational needs by presenting challenging and engaging opportunities to learn. These basic beliefs will be promoted within a school culture which fosters a sense of community, which is caring and supportive, which is intellectually and socially demanding and which, by promoting mutual respect and dignity, enhances the self-respect and confidence of our students and encourages them to take responsibility for themselves and their activities.

The promotion of learning will be at the heart of the school's ethos with learning being promoted as a continuum across all of the Key Stages and as a lifelong activity. The school's ethos will recognise the importance of possessing an international perspective and recognise also that communities are increasingly interdependent.

The school's curriculum will be based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school. The curriculum will seek to challenge and engage students' intellect across all areas of experience, will employ a wide range of approaches to learning, will encourage critical thought and will seek to develop independence of learning.

An integral part of the operation of the school will be the fostering of an active link with the community. It is intended that the link will be of mutual benefit, with the community contributing, both to the promotion of values and the education of young people and with the school providing opportunities for lifelong learning. In linking the school and the community it is intended to encourage young people to recognise their responsibilities as members of a community and the part that individuals can play in enhancing the community in which they live.

Wilmslow High School will seek to generate a love of learning, a pride in achievement and a commitment to quality.

**Aims**

To foster learning within an environment which is disciplined, calm, stimulating, enjoyable and within which there is mutual respect.

To establish a culture that values achievement, encourages students to develop their full potential and recognises individual success.

To encourage a commitment, amongst all individuals, to the achievement of the highest standards in all aspects of school and personal life.

To encourage the development of broadly educated, happy, confident, self-disciplined, self-motivated individuals equipped for adult life. To promote a partnership between the school and the community, encouraging students to be responsible, caring members of society.

To ensure equal provision for all and supplementary provision for those with special needs.

**Student Entitlement**

Every student at Wilmslow High school is entitled:

* To a broad and balanced curriculum which provides equality of access for all and which provides challenging tasks to meet individual needs.
* To be valued, to be treated fairly and with respect.
* To be able to learn in a safe and supportive environment.
* To have his/her individual achievements recognised.
* To operate in a culture which nurtures self respect, self confidence and the ability to respect other people's point of view.
* To experience a range of learning styles.
* To access an extended range of educational opportunities.

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| Appendix 2 |

**Our journey to 2019: Wilmslow High School**

**Our Improvement Vision**

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the ***pursuit of excellence*** for every student, every day.

We do this:

* through our dedication to learning,
* by being guided by values and
* in striving to serve.

We are committed to:

* maintaining a strong, happy and caring school community that is rooted in our core values, and in which staff and students can flourish, whilst
* challenging ourselves to pursue excellence for all our students.

This is a time of growth and development for our school, and we look forward to the future with excitement.

**What does the pursuit of excellence look like at Wilmslow High School?**

The pursuit of excellence will see each and every one of our students **participating fully and**

**performing highly throughout a rich and deep curriculum.**

**High performance by all groups of students will be seen in the following three dimensions**

* academic attainment and progress that are significantly above average.
* interpersonal skills and qualities that are widely recognised as exemplary.
* an ability to produce highly effective responses to a wide range of competitions, projects and tasks.

We will achieve these ambitions through:

1. **A powerful curriculum**
2. **Strong leadership and systems**
3. **A professional learning school**
4. **Young people of character**
5. **A school at the heart of its community**

**1. A powerful curriculum**

Our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work.

As we move towards 2019, we are committed to:

* using our time and resources optimally to build further a deep, broad and balanced ‘whole’ curriculum;
* providing across the formal and wider curriculum a rich diet of
  1. scholastic,
  2. creative,
  3. practical,
  4. sporting and
  5. character-building experiences;
* ensuring our students develop as
  1. effective communicators
  2. safe and healthy decision makers
  3. ambitious and independent learners,
  4. confident leaders
  5. empathetic thinkers
  6. knowledgeable and responsible citizens
  7. active participants
  8. resilient and courageous team players

**2. Strong leadership and systems**

Our students deserve leadership that is founded in sound judgement, determined in its pursuit of excellence and strongly guided by moral purpose.

As we move towards 2019, we are committed to building further the strong and sustainable leadership and systems that our school deserves through:

* well-planned staff, leadership and resource stewardship and development aligned to key areas of school improvement
* the further implementation of efficient and effective systems and structures that optimise performance
* using our contribution to a school-led education system.

**3. A professional learning school**

Our students need us to work smarter not harder, developing our pedagogical expertise and knowledge of ‘what works and why’.

As we move towards 2019, we are committed to:

* developing further as a mutually supportive, collaborative and professional community of enquiring, thoughtful and well-informed practitioners.
* seeking out and sharing innovation and expertise, both within and beyond the school community, for the benefit of all young people.
* engaging fully in a thriving programme of professional learning, book clubs, lesson study and action-research that involves all staff working with our students.

**4. Young people of character**

Our students should be young people of character who:

* have a ‘do more and be more’ approach.
* are guided by moral purpose, intellectual engagement and a spirit of enquiry.
* are determined to succeed through hard work and effort.

As we move towards 2019, we will:

* continue to expect the highest standards of courtesy and respect from all our students, and to provide a happy and caring environment in which they can flourish.
* develop further and celebrate more powerfully, the resilience, responsiveness to challenge, and effort of all our students.
* ensure that all our students have a worthwhile ambition for their future and are engaging fully with the learning process that will help them to achieve this.

**5. An school at the heart of its community**

Our students deserve to feel a sense of belonging to their full community: local, regional, national and global.

As we move towards 2019, we will continue to

* develop knowledge and understanding of these communities through our powerful curriculum
* build further sustainable, mutually reinforcing and effective partnerships across and beyond the Wilmslow community that will help our students to flourish in life, learning and work.
* shape our school so it responds to the evolving needs of our growing community.