

Briefing Pack for Applicants Student Support Assistant



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Student Support Assistant
Location: High Storrs School
Pay scale: NJC Grade 5, covering scale points 15: £27,803 to 20: £30,296 gross per annum pro rata
Contract: Full-time, Permanent (37 hours per week x 39 weeks per year)
Actual Annual Salary: £23,914.32 to £26,058.64 gross per annum pro rata
Start date: April 2024

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a hard-working and highly organised individual to undertake the important role of Student Support Assistant.

The closing date is 9am on 22 February 2024 and interviews will take place on week commencing 26 February 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2023, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Student Support Assistant
GRADE/SALARY	NJC Grade 5, covering scale points 15: £27,803 to 20: £30,296 gross per annum pro rata
HOURS/WEEKS	37 hours per week, 39 weeks per year
LOCATION	High Storrs School
RESPONSIBLE TO	Pastoral Manager
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	In Support of the Heads of House and Pastoral System: Take a lead role within the school to address the needs of students who need particular help to overcome barriers to learning.
RELEVANT QUALIFICATIONS	Meet Higher Level Teaching Assistant standards or equivalent qualification or experience Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Support for Students

- Take a lead role in managing and delivering pastoral support to students.
- To act as the first point of contact for general pastoral queries from staff within school and parents including occasions when unexpected parents arrive at school wishing to speak to someone in the pastoral team. In such circumstances, issues will be referred as appropriate to the Heads of House/Year or Directors of Key Stages where additional support is required for more serious incidents.
- Receive and supervise students isolated or excluded from, or otherwise not working to, a normal timetable.
- Attend to students' personal needs and provide advice to assist in their social, health & hygiene development.
- Undertake comprehensive assessments of students to determine those in need of particular help.
- Establish productive working relationships with students to determine those in need of help.
- Assist with the development and implementation of individual education/behaviour/support/mentoring plans.
- Establish productive working relationships with students acting as a role model.
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students.
- Assist the Heads of House/Year and Directors of Key Stage and Inclusion in managing the speedy/effective transfer of students across phases/integration of those who have been absent.
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance
- Challenge and motivate students to promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc. as well support of academic tutoring.
- To take part in the half termly attendance review with the AHT responsible for attendance and attendance officer.
- Track the returns for Academic Tutoring in liaison with Form Tutors.
- Liaise with the Subject Leaders and teachers to ensure students are provided with work when in seclusion.
- Support students where necessary during the examination process to ensure they attend and settle in.
- Support the Heads of House/Year with the co-ordination of the Celebration of Success events as well as attending and taking part.
- Assist in the organisation and compilation of references/applications for employment and continuing education.

Support for the Pastoral System

- Liaise with feeder schools and other relevant bodies to gather pupil information for the transition of students.
- Support the transition events related to induction to Y7 or Y12.
- Support students' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.

- Monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Take part in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Take part in meetings with parents, multi-agencies, and isolation meetings, acting as support to the Heads of House/Year, Directors of Key stages and Inclusion when necessary where cases are difficult.
- Take part in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Issuing sanctions where necessary and completion of reports/monitoring cards.
- Delivery of detentions at lunchtimes and after school as necessary in the absence of the Head of House/Year.
- Assist with and accompany another member of staff on Home Visits on the occasions that these are necessary.
- Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Liaise with offsite education providers and students undertaking these courses.
- Determine the need for, prepare and use specialist equipment, plans and resources to support students.
- Assist students in making choices for their Personalised Curriculum.
- Support students through the options process from a pastoral perspective and attend Options evenings to support as necessary.
- Ensure that Options interviews are appropriately covered in the absence of Form Tutors

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings e.g. Heads of House/SSA meetings, PSM and House team meetings.

- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be responsible for the provision of out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Attendance and support at Parents Evenings, Y7 settling in evenings, Y6 parents' evenings and transition events, supporting in the event of absences.
- Support the Heads of House in the delivery of House Assemblies and in their absence organise the contingency.
- In the event of Form Tutor absence ensure important information is disseminated by temporary staff covering form tutors.
- Organise School Council meetings in liaison with the TLR holder for the School Council.
- Collation of the House rewards list and liaising with the Administration Team Leader for their preparation and production.
- Update of the tutor handbook and liaising with the Administration Team Leader for its preparation and production.
- Assist with the marketing of the school with potential parents.
- Assist with whole school events e.g. mentoring, transition, options, Sports Day and celebrations as necessary.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
- This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Student Support Assistant

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Good level of literacy and numeracy e.g. GCSE Maths and English.	AF
KNOWLEDGE AND EXPERIENCE	
Able to communicate effectively with people at all levels e.g. school staff, students and external contacts.	AF / I
Able to work effectively as part of a team recognising own role as a team member.	AF / R
Able to demonstrate an enthusiastic and positive approach regarding change, having a definite 'can do' mentality.	AF / R
Ability to learn from experiences.	AF
Ability to carry out instructions accurately and effectively as directed by line manager.	R
Ability to demonstrate effective and professional working with stakeholders.	AF / R
Ability to work alongside young people.	AA / AF / R / I
Maintains standards set by the organisation.	AF / I
PROFESSIONAL DEVELOPMENT	
Show a commitment to continued professional development	AF
SKILLS	
Can demonstrate a working knowledge of current legislation relating to the role e.g. GDPR.	AF
Knowledge of Health and Safety regulations.	AF
A keen eye for detail and accuracy.	AF / AA / R
QUALITIES AND ATTRIBUTES	
Ability to work effectively under pressure and to deadlines.	AF / AA
Ability to record accurately detail and produce quality work.	AF / AA
Attention to detail.	AF / AA / R
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I

A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorr.sheffield.sch.uk by the closing date.