



**SEAHAM HIGH SCHOOL**

# **Enhanced Teaching Assistant (ETA)**



## **Application Information Pack**

Telephone: (0191) 5161600

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[www.seahamhighschool.com](http://www.seahamhighschool.com)



Part of the Eden Learning Trust, Company Number 10980753, registered in England and Wales.  
Registered office: Ferryhill Business & Enterprise College, Merrington Road, Ferryhill, DL17 8RW



## Seaham High School School Information

Seaham High School is a popular and oversubscribed purpose built, fully comprehensive school of over 1149 students. Numbers are increasing rapidly and above expectations due to the growing popularity of the school. Virtually all our students come from the town of Seaham which is a developing community as a result of local regeneration projects. The town is surrounded by beautiful countryside and is only 14 miles from the city of Durham. You can take a virtual tour of the school on our website.

We converted to become an Academy and joined the Eden Learning Trust on September 1<sup>st</sup> 2020.

This is an improving school which was recognised when the school was inspected in May 2017. They judged the school to be good. Ofsted made the following comments:

- “A school that continues to improve outcomes for all pupils over time”
- “Published GCSE examination results from last year show that pupils’ progress was strong overall”
- “Parents, staff and pupils are all overwhelmingly positive about the school”
- “Pupils are smart, confident and polite young people who are interested in their school, their progress and their future when they leave school”.
- “Governors know the school and its needs well”

The school achieved pleasing examination results in 2021 with 78% of students obtaining Grades 4+ in English and 74% in Maths. 26% of students achieved the English Baccalaureate qualification. These are encouraging figures being up significantly on last year and in line with National benchmarks. Our main priority is to further develop student progress against their targets.

We have a high quality and bespoke professional development programme. We value our staff and provide training to all at a personal level. Staff turnover is traditionally low.

For our students at Seaham, we aim to promote the highest standards of attainment both inside and outside the curriculum; and from our students we expect equally high standards of behaviour, dress, courtesy, and a firm commitment to their studies and to the wider life of the school. We value all our students and are inclusive in our approach, thus we have a wide range of types of support being given to children throughout their subject lessons as well as through our Personal, Social, Health and Citizenship curriculum.

As a school we place great emphasis on developing the self-confidence, skills and values that will enable our students to make a positive contribution to our constantly changing 21st Century world. We are a learning community that aims to equip our students with an approach to learning and knowledge which ensures that they are fully prepared to progress to further or higher education and to an increasingly demanding workplace. Pastoral arrangements see our students in Year Groups led by a Year Leader. Seaham High School moved into its new build in September 2016. It is a state of the art building for delivering education in the 21<sup>st</sup> Century. Students and staff appreciate the first rate facilities which support the high quality education which is accessible to all.



## Safer Recruitment

### **Seaham High School's commitment to Safer Recruitment**

#### **Only the best will do for our children**

Seaham High School are committed to safeguarding and promoting the welfare of all children and young people, and expect all staff and volunteers to share this commitment.

Applicants are advised that:

- When applying you must provide a full employment history, including periods of unemployment, with dates (to the nearest month) and the names and addresses of previous employers
- All references will be applied for, in writing
- Seaham High School reserves the right to contact your present employer and any previous employer
- Employers will be asked about disciplinary offences, including those which have expired
- The post for which you are applying is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify the candidate from the appointment and, if appointed, may render the individual liable to immediate dismissal without notice
- If successful in the selection process, you should be aware that you will be required to undergo a check carried out by DBS to identify that you are a suitable person to work with children. Further checks will be made at regular intervals thereafter
- An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000)
- Confirmation of your identity will be undertaken through the production of a passport/driving license/birth, marriage or divorce certificates and educational/professional qualifications will be verified
- Seaham High School will only offer appointments if the above checks are satisfactory and will allow no unsupervised access to children before completion of all checks
- Preliminary interviews will be used to ensure that applicants have a full understanding of the requirements of the job and its difficulties and our young people may be involved in the process
- A probationary period of six months is standard practice for all new appointments to Local Government



## Seaham High School Job Advert

### Enhanced Teaching Assistant (ETA)

Grade 5 – SCP 7 – 12,

Salary - £20,092- £22,183 Pro Rata

Permanent - 37 hours per week - Term time only + 10 days

Required as soon as possible

Required as soon as possible – an enthusiastic, caring and committed teaching assistant to support our students with learning difficulties and physical disabilities.

**All applicants must have English and Mathematics GCSE A\*-C/9-4 and be a Qualified Teaching Assistant – equivalent to Level 3 or above.**

Seaham High School (part of Eden Learning Trust), is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Seaham High School is an equal opportunity employer and welcomes applications irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

#### **Deadline:**

The closing date for applications is **noon on Thursday 9<sup>th</sup> December 2021**

#### **How to apply:**

Please contact the school on [office@seahamhighschool.com](mailto:office@seahamhighschool.com) for further details/application packs. Completed applications should be returned to Mrs McNally-Holmes via [office@seahamhighschool.com](mailto:office@seahamhighschool.com)

Please note that we are unable to accept CVs and only fully completed school application forms will be considered. Due to high volumes of applicants, we regret we will only contact those that have been shortlisted.



## **Seaham High School Job Description**

<b>Post Title:</b>	<b>Enhanced Teaching Assistant</b>
<b>Reporting to:</b>	<b>Head Teacher/ Assistant Head Teacher</b>
<b>Grade:</b>	<b>Grade 5, SCP 7- 12</b>
<b>Salary:</b>	<b>£20,092 – £22,183 Pro Rata</b>

### **Core Purpose:**

To contribute to the delivery of the national curriculum and provide support for students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes;

To work collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes. To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

### **Responsibilities for all support staff:**

- Promote the values and aims of the School and Multi Academy Trust
- Follow all relevant school policies and expectations as outlined in the school handbook
- To be aware of, and assume the appropriate level of responsibility, for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- Create and maintain effective partnerships with parents and carers.
- Treat students, parents and colleagues fairly, equitably and with dignity and respect.

### **Specific responsibilities of this role:**

- Plan, prepare and deliver learning activities for individuals and groups of students under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of individual students;
- Be aware of and work within school policies and procedures;

- Assess, record and report on development, progress and attainment as agreed with the teacher;
- Monitor and record student responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher;
- Plan and evaluate specialist learning activities with the teacher, including writing reports and records and providing focussed personalised provision as required;
- Select and adapt appropriate resources/methods to facilitate agreed learning activities;
- Maintain a clean, safe and tidy learning environment;
- Ongoing guidance and support of students in their social development and their emotional well-being, reporting problems to the appropriate person;
- Supply specialist support with direction and guidance from teaching staff, allowing students to access the curriculum and participate fully in school activities;
- Under the guidance of a teacher support the role of parents/carers, in students' learning and contribute to meetings with parents/carers to provide constructive feedback on student progress/achievement;
- Contribute to the development of policies and procedures;
- Occasionally you may be required to supervise or cover whole groups of students;

Enhanced Teaching Assistants are expected to undertake at least one of the following:

- a. Provide specialist support to students with learning, behavioural, communication, social, sensory or physical difficulties (SEND);
- b. Provide specialist support to students where English is not their first language;
- c. Provide specialist support to gifted and talented students;
- d. Provide specialist support to all students in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).

Staff must demonstrate specialist skills relevant to their role in (a-d) above:

- Establish and maintain relationships with families, carers and other professionals, e.g. speech therapists;
- Provide short term cover of classes on a regular timetabled basis planned by the teacher. The normal expectation on a weekly basis would be to cover half a day per week and could also provide cover on a non-timetabled basis, usually within own class;
- Supervise the work and development of other classroom staff as appropriate;
- Be responsible for the preparation, maintenance and monitoring of stocks of materials and resources;
- Invigilate examinations and tests;
- Accompany teaching staff and take responsibility for students on visits, trips and out of school activities as required;
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes but not as a Supervisory Assistant;
- Prepare and present displays;

- Supervise individuals and groups of students throughout the day, including supervision in the classroom, playground and dining areas;
- Assist students with eating, dressing and hygiene, as required, whilst encouraging independence;
- Provide pastoral care to children;
- Provide basic first aid, if appropriate, ensuring timely referral to health service in emergency situations;
- May be asked to administer medications subject to agreement and in line with school policy;
- Support students to develop their skills of independence, resilience and confidence;
- Contribute to the development and implementation of support plans including IEP's and EHC's., including attendance at, and contribution to, reviews as required;
- Work with students not working to the normal timetable;
- Be aware of and support difference and ensure that all students have access to opportunities to learn and develop;
- Show a duty of care to students and staff and take appropriate action to comply with health and safety requirements at all times;
- Support the use of ICT in the curriculum.

## **Professional Development**

- To take responsibility for personal professional development;
- To take part, as appropriate, in the school's professional development programme;
- To engage actively in the Performance Management Review process;
- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others.

## **General:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. Employees will be expected to comply with all reasonable requests from the Headteacher.



# Seaham High School

## Person Specification

	Essential	Desirable	Assessed criteria
Application	<ul style="list-style-type: none"> <li>Fully completed application form</li> <li>Fully supported in 2 references</li> <li>Well-structured supporting letter indicating previous experience (no more than 500 words)</li> </ul>		<ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> </ul>
Qualifications/ Attainments	<ul style="list-style-type: none"> <li>English and Mathematics GCSE A*-C/9-4 or equivalent</li> <li>Qualified Teaching Assistant – equivalent to Level 3 or above.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of recent professional development activities and/or training</li> <li>Understanding of Child protection/safeguarding/data protection procedures and policies</li> <li>First Aid training or be willing to undertake first aid training</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of successful and co-operative working as a member of a team</li> <li>Track record over time of supporting pupil achievement</li> <li>Track record of actively promoting safeguarding procedures in a school</li> <li>Ability to motivate and inspire our students</li> <li>Commitment to creating and maintaining close partnerships with staff, parents, providers (internal and external) and the wider community</li> <li>Experience of supporting students with emotional wellbeing, personal and intimate care needs</li> </ul>	<ul style="list-style-type: none"> <li>Experience in more than one Key Stage</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>References</li> <li>Interview</li> </ul>



<p><b>Skills/Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Excellent communication skills – both oral and written</li> <li>• Good ICT skills</li> <li>• Good understanding of classroom and behaviour management</li> <li>• Aware of the needs of confidentiality</li> <li>• Is flexible and approachable</li> <li>• Is proactive and resourceful</li> <li>• Highly organised with good time management skills</li> <li>• Is knowledgeable and compliant of policies and procedures relevant to child protection</li> <li>• Evidence of recent professional development activities and/or training in relation to Secondary education within the past 2 years</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul>
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<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Eagerness to be part of a team and contribute to the wider aims of the school</li> <li>• High level of interpersonal and communication skills</li> <li>• Evidence of being able to build and sustain effective working relationships with staff and pupils</li> <li>• A track record of making learning fun and exciting for children ensuring all children develop a real desire for learning and school</li> <li>• Full embracement of the inclusion philosophy</li> <li>• An enthusiasm for and understanding of how promoting and incorporating aspects of Sustainability and LOtC can positively impact on children's learning</li> <li>• Self-motivated yet willing to follow instruction and advice</li> <li>• Sense of humour, lots of patience and an assertive nature</li> <li>• Ability to use initiative when required</li> <li>• Calm and positive approach</li> <li>• Resilient</li> <li>• Caring and sensitive attitude to children, parents/carers and colleagues</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> </ul>
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