

**Vacancy: 1:1 Classroom Support**

**Castlewood School**

Date: January 2023

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# Castlewood School



**Building Confidence and Self Belief**

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Dear Applicant,

Thank you for your enquiry regarding the above position. These posts are offered on temporary open ended contract on the NJC Pay Spine.

The school is at an exciting phase in its development., as we are now being sponsored by Manor Hall Academy Trust and prior to September 2020 Northern House Academy Trust. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, and supporting statement. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post, it should be no more than two sides of A4.

Applications by email are encouraged and must be sent to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk) by **12:00 noon on 13<sup>th</sup> February 2023, tours of the school are recommended.** Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Trevor Scott

Head Teacher



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### About Castlewood School



This new school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.



All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball, gymnastics and trampolining
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens and the
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening

their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is '**Building Confidence and Self Belief**' so you can see this is not merely a slogan but a guiding principle for whole school improvement.

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### **Remuneration**

The salary for the post will start from £16,934 to £18,021 (actual salary) on G05 scale point 6-9, dependent upon experience / continuous service.

Contractual Hours are **32.5 Hours**

A pension is also provided (LGPS).

### **The Application Process**

The closing date for applications is **12:00 noon 13<sup>th</sup> February 2023**.

Interviews will take place on **15<sup>th</sup> February 2023 – time to be confirmed**

Applicants are asked to provide a completed application form, detailing any gaps in employment), ensuring your other information in support of your application is of no more than two sides of A4, in which you must demonstrate what you can bring to Castlewood School.

Once you have completed your application please email it to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk), **stating the position applied for in the subject line**

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

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### **Safeguarding**

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

### **Information for Job Applicants - Safeguarding of Vulnerable Groups, including children**

**Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.**

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information.
7. We will also conduct Social Media searches in line with Keeping Children Safe in Schools 2022.



### Job Profile

<b>MANOR HALL ACADEMY TRUST</b>	
<b>Post Title</b>	<b>Grade</b>
Classroom Support - SEN Level 3	Grade 5

#### Statement of Purpose:

To work, under guidance of the Class Teacher and SENCo, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Assist teachers in the following:

#### Supporting Pupils

- Support provision for pupils with additional needs.
- Support assessment of pupils and discuss with senior staff.
- In conjunction with the teacher/SENCo the development and implementation of Individual Education and plans.
- Provide 1:1 mentoring for pupils and provide support for distressed pupils under the guidance of the SENCo/Senior Teaching Assistant.
- Under the direct guidance of senior staff implement and provide support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.
- To contribute to raising standards by ensuring high standards as promoted for pupils.

#### Support for the Teacher

- Support pupils' access to learning using appropriate strategies, resources etc.
- Report back to senior staff pupil responses in order that learning activities may be adjusted as appropriate.
- Monitor and evaluate the pupils' responses and progress against action plans through observation and planned recording.
- Contribute to the teacher's recording and reporting of pupils' achievement, progress and other matters. On request gather appropriate evidence.
- Assist on keeping records and evidence of learning as agreed and with support from senior staff.

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- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Establish constructive relationships with parents/carers and exchange information.
  
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.

#### Support for the Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Assist with providing access arrangements for pupils taking internal and external tests and exams.
- Work with small withdrawal groups or individuals, under the direction of a teacher.
- Be aware of the need for different teaching and learning approaches that support pupil's access to learning.

#### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with 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 difference and ensure the pupil has equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.<sup>1</sup>
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Recognise own strengths and areas of expertise.

#### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

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### Person Specification Role

Essential Criteria	Measured By
<p><b>Experience</b></p> <ul style="list-style-type: none"><li>• Three years' experience of working to support children's learning, gained in a relevant environment.</li><li>• Experience of working with pupils with additional needs.</li></ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"><li>• Very good numeracy/literacy skills equivalent to GCSE C and above.</li><li>• NVQ 3 for Teaching Assistant (or recognised equivalent qualification).</li></ul>	AF/I
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"><li>• Full working knowledge of relevant policies/codes of practice.</li><li>• In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN.</li><li>• Understanding of principles of child development and learning processes and in particular, barriers to learning.</li><li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li><li>• Effective use of ICT to support learning.</li><li>• Use of other equipment technology – video, photocopier.</li><li>• Excellent interpersonal skills to be able to relate well to a wide range of people.</li><li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li><li>• Good communication skills.</li></ul>	AF/I/PE

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### Behavioural Attributes

- Customer focused.
- Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.
- Open, honest and an active listener.
- Takes responsibility and accountability.
- Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is committed to the provision and improvement of quality service provision.
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive.
- Communicates effectively.
- Has the ability to learn from experiences and challenges.
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.

AF/I

AF - Application form

I – Interview

PE – Practical Exercise

### **Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***