



DRAYTON MANOR HIGH SCHOOL

www.draytonmanorhighschool.co.uk

GRADUATE INCLUSION SUPPORT ASSISTANT (Maths, English and Science)

Scale 4, Commencing Salary £17,894

Monday to Friday 8.30am to 4.30pm

Term Time 39 weeks

Fixed-Term Contract until 17 July 2020

We are looking for an inspirational and enthusiastic Graduate Inclusion Support Assistant with exceptional literacy and communication skills, in Maths, English and Science. This post is ideal for graduates thinking of entering the teaching profession as the school is part of the Schools Direct Programme.

The successful candidate will work towards improving the progress of students and will support, deliver, monitor and evaluate intervention programmes for students identified with Special Educational Needs and Disabilities and/or English as an Additional Language.

We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Drayton Manor is a heavily oversubscribed and successful school that has been judged Outstanding in our most recent OFSTED report. Student achievement is high with a value added score at A level placing us in the top 12% of schools nationally and 50% of GCSE students achieving the English Baccalaureate. We are very proud of our ethos.

For further information and an application pack, please visit the Job Vacancy section of the school's website: <http://www.draytonmanorhighschool.co.uk/> and return applications by email to hroffice@draytonmanorhighschool.co.uk

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

The closing date is 12 noon, Tuesday 16 July 2019.
Interviews will take place on Thursday 18 July 2019.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the Disclosure and Barring Service (DBS).

No agencies, faxes or CVs.





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JOB DESCRIPTION

POST	Graduate Inclusion Support Assistant
FACULTY	Inclusion Faculty
GRADE	Scale 4 (Range 18-21)
RESPONSIBLE TO	Head of Inclusion Faculty
JOB PURPOSE	To support the learning of children with a range of Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL)

All staff have a responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with

KEY TASKS

Teaching

- To assist teachers in supporting classes and devising strategies which encourage the learning of students
- To assess, record and report on the development, progress and attainment of students
- To be committed to the principle of Inclusive Education by supporting the learning of students with a variety of needs in and out of the classroom, including support during break time, lunch time and after-school
- To support SEND and EAL students by being familiar with Education Plans, medical needs and EHCP objectives
- To liaise with Key Workers and Subject Teachers
- To help students become independent learners
- To identify students' barriers to learning and help them access the curriculum
- To help students develop their speech, language and communication skills and working with speech and language therapist and other professionals where appropriate
- To offer support, as appropriate, with reading, written work and spelling
- To ensure the safety and integration of students with physical and sensory disabilities
- To assist students to remain on task and to complete set work in lessons
- To assist students to participate in group work, oral work and in aspects of wider school life for example sports clubs and activities
- To utilise IT to enhance learning and record reports and assessments
- To help with occupational therapy programmes when necessary

Other Activities

- To attend weekly support staff meetings and CPD
- To work with students individually or in small groups, under supervision, to practice specific skills or to carry out classroom tasks
- To contribute to the development and implementation of Education Plans
- To establish constructive relationships with students and interact with them according to their individual learning and emotional needs
- To assist with the planning of learning activities
- To provide a range of clerical and administrative support to the SENCO and Inclusion Faculty
- To take part in regular in service training and to continue to update and improve professional skills; to attend meetings as required (e.g. whole staff meetings.)
- To do additional tasks as required by the SENCO and Line Manager
- To be aware of and to comply with policies and procedures and to report concerns to an appropriate person in respect of all school policies including Equal Opportunities, Child Protection, Health and Safety, Confidentiality and Data Protection
- To work in the Inclusion Centre and Isolation as directed
- To accompany teaching staff on trips and school activities and take responsibility for a group under the general supervision of a teacher

Assessments and Reports

- To write reports on work carried out on students' progress
- To attend and contribute to regular review meetings including annual reviews
- To administer routine tests and invigilate exams by putting in place required access arrangements

Appraisal

- To participate in arrangements made in accordance with the School Appraisal Policy for the appraisal of your performance and that of other staff



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PERSON SPECIFICATION

JOB TITLE: Graduate Inclusion Support Assistant – Fixed Term

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	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree • Good numeracy & literacy skills • Grade C GCSE or equivalent in English and Maths 	<ul style="list-style-type: none"> • SEND experience
Experience		<ul style="list-style-type: none"> • Experience of working within an education setting • Experience of supporting students with a wide range of special needs, including: Cognition & Learning, Communication & Interaction Needs (Autistic Spectrum Disorder, Speech & Language) Social, Emotional, Mental Health and Sensory/Physical Needs
Ability/Skills	<ul style="list-style-type: none"> • Excellent interpersonal skills • Excellent communication skills, both oral and written • Ability to work strongly in a team both within the Faculty and wider school • Willing to share ideas, to learn from colleagues and to seek support • Excellent organisational skills and ability to meet deadlines • Willing and able to support learning across the curriculum (all curriculum subjects as required) • Good ICT skills and can use skills effectively to support learning 	
Equal Opportunities	<ul style="list-style-type: none"> • Awareness and commitment to equal opportunities issues and how these can be addressed in the classroom environment • Experience of working in a multi-cultural environment • Committed to the promotion of equal opportunities, fundamental and British values. 	

Safeguarding	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	
Disposition	<ul style="list-style-type: none"> • To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal • To believe in the importance of team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the faculty • Evidence of commitment to and understanding of collective responsibility • Ability to work hard with competing deadlines, prioritising appropriately, and maintaining good humour 	