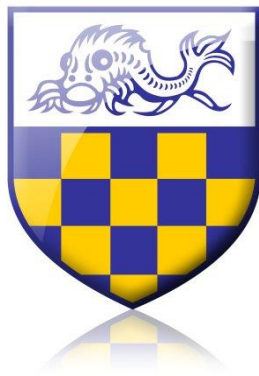


**Longhill High School
Rottingdean
Brighton**



Information Pack 2018

C Grade Inclusion Learning Mentor



Longhill High School

Falmer Road
Rottingdean
Brighton
East Sussex
BN2 7FR
Phone 01273 304086
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March 2018

Dear Applicant

Thank you for your application to join the community at Longhill High School. I hope you will find the contents of this pack both interesting and informative.

We would encourage you to find out all you can about the school to ensure that you are making your application from a fully-informed basis. You can visit our website at www.Longhill.org.uk

Our recent Ofsted Inspection Report (2016) has confirmed that Longhill is moving in the right direction, citing that 'there is much expertise within the teaching staff which generates enthusiasm for learning in many pupils'. Longhill is a truly comprehensive school, with a lively and committed staff that are united in their determination to make it a great school in which all our present and future students can fulfil their potential.

Your commitment and enthusiasm towards the Longhill ethos, as well as the skills that you are able to bring to the school, will be key in our decision making process.

Shortlisting for interview will be based solely on the information you provide on the application form. Please include evidence of how you meet each of the criteria set out in the person specification, providing examples where possible.

An application form can be found on the school website www.Longhill.org.uk . Please return your application by e-mail to: personnel@longhill.org.uk or by post for the attention of Ali Carter, Heads PA, Longhill High School, Falmer Road, Rottingdean, Brighton BN2 7FR.

We take the issue of safeguarding children very seriously and all applications are processed accordingly. Please note that any appointments are made subject to enhanced DBS clearance, identity checks, continuous employment/employment gaps checks and satisfactory written references which we will apply for prior to the interview.

Thank you for your interest and we look forward to hearing from you.

Yours sincerely

Miss K Williams
Headteacher



Brighton & Hove

JOB DESCRIPTION

JOB TITLE: Teaching Assistant – Behaviour/Guidance/Support - Level C

SECTION: Schools

Please note; this is a National Generic Job Description. It describes the level of responsibility that you will be required to undertake. Within this role you will be required to carry out the majority of the tasks listed, and your line manager will advise you of those that are not applicable.

Text in bold font indicates the key level responsibilities for this role.

PURPOSE OF JOB

Working under guidance, provide support in addressing the needs of pupils who need particular help to overcome barriers to learning

PRINCIPAL ACCOUNTABILITIES

Support for the Pupils

- **Provide pastoral support to pupils**
- **Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable**
- **Attend to pupils' personal needs and provide advice to assist their social, health and hygiene development**
- **Participate in comprehensive assessment of pupils to determine those in need of particular help**
- **Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans**
- **Support provision** for pupils with special needs
- Establish **productive working** relationships with pupils, **acting as a role model**
- **Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils**

- **Promote the speedy / effective transfer of pupils across phases / integration of those who have been absent**
- **Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance**
- **Challenge and motivate pupils, promote and reinforce self-esteem**
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.

Support for the Teacher

- **Liaise with feeder schools and other relevant bodies to gather pupil information**
- Support pupils' access to learning using appropriate strategies, resources, etc.
- **Work with** other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor **and evaluate** pupils' responses and progress against action plans through observation and planned recording
- Provide **objective and accurate** feedback and reports as required, to other staff, on pupils' achievement, progress and other matters, **ensuring the availability of appropriate evidence**
- **Be responsible for** keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested
- **Assist 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**
- **Assist in the development, implementation and monitoring of systems relating to attendance and integration**
- Provide clerical / admin support e.g. **dealing with correspondence, compilation / analysis / reporting on attendance, exclusions, making phone calls, etc.**

Support for the Curriculum

- **Implement** agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- **Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning**
- **Determine the need for,** prepare and use specialist equipment, plans and resources to support pupils

Support for the School

- 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 all pupils 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 pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities and performance development as required
- **Recognise own strengths and areas of expertise and use these to advise and support others**
- **Assist in the supervision, training and development of staff**
- **Implement planned supervision of pupils out of school hours**
- **Supervise pupils** on visits, trips and out of school activities as required

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

PERSON SPECIFICATION

POST TITLE: Teaching Assistant – Behaviour, Guidance, Support Level C

CRITERIA

ESSENTIAL CRITERIA

Job Related Education and Qualifications and Knowledge

- **NVQ 3 for Teaching Assistants or equivalent qualification or experience**
- **Full working knowledge of** relevant policies / codes of practice and awareness of relevant legislation
- **Working knowledge of** national curriculum and other basic learning programmes
- **Understanding of principles of** child development and learning processes and in particular, barriers to learning
- **Full understanding of the range of support services / providers**

Experience

- Experience of working with children of relevant age
- **Experience of working with pupils with additional needs**

Skills/Abilities

- **Very good** numeracy / literacy skills
- **Ability to plan effective actions for pupils at risk of underachieving**
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

Focus Centre

The Focus Centre is an Inclusion unit that facilitates tailor made interventions with students whom are at risk of social, academic and behavioural exclusion. It uses several models and theories to create individual programmes for each student. These programs can include but are not exhaustive to 1:1 mentoring, group interventions, lesson/subject support, keyworking programme, restorative interventions, peer mentor programs, parenting support, alternative school days, outside agency interventions and external educational provision. The Focus Centre uses an overarching preventative model which highlights young people early enough to make a sustained difference in their lives and their education.

The focus centre works with all year groups across Longhill High school and even beyond the school itself. We can work with young people from other secondary schools, primary feeder schools and complete school refusers. Last year the team facilitated interventions with a total of 412 students.

The Inclusion team has three highly experienced Inclusion mentors with over 80 years' worth of working with young people between them. They all hold responsibilities for different areas of the inclusion department. They are a professional, experienced and highly knowledgeable team that have a proven track record of supporting complicated young people. They are a small but incredibly effective team within Longhill High School. The focus centre has been managed by the Inclusion Manager for two years and has changed and developed many practices in that time. It is his leadership that has brought the development of the current inclusion programmes.

The inclusion team and department is not just about the focus centre although that is our base of operations. We work across Longhill High school in a myriad of ways these include staff training, staff support, lesson support, advice and guidance, strategic advice, activity/trip support, group interventions, subject support, lesson observations and a general supportive shoulder.

Additional Salary Information

Salary

Please note that Non-Teaching staff's salaries are calculated as per the following examples.

In this case you will be asked to work 39 weeks per year.

Annual Full Time salary ÷ 52 weeks x paid weeks per year (46.2) ÷ full time hours (37)
x actual hours worked (37).

Therefore the starting salary for this post is in the range of

$£20,661 \div 52 \times 46.2 = £18,357$ raising to $£20,131$ per annum



Brighton & Hove

SUMMARY STATEMENT ON USE OF DISCLOSURE INFORMATION IN RECRUITMENT & SELECTION

Introduction

Thank you for applying for a position within Brighton & Hove City Council. You have applied for a post or voluntary work that falls under the definition of 'regulated position' under exemptions to the Rehabilitation of Offenders Act 1974. This means that a criminal conviction check (or disclosure) will be undertaken on any individual who is offered the post. Where appropriate (where the post involves working with children or vulnerable adults) details will also be checked against the Department of Health and Department for Education & Skills lists. These checks are undertaken by the Disclosure & Barring Service (DBS) only when a conditional offer of employment has been made but you will be asked during the recruitment process to declare any relevant information.

It is the intention of Brighton & Hove City Council not to discriminate unfairly against individuals on the basis of their previous offending history. Possession of a criminal record is not an automatic bar to obtaining employment or voluntary work.

The purpose of this Statement is to provide assurance to applicants that the information released in Enhanced Disclosures is used fairly and that sensitive personal information is handled and stored appropriately and kept for only as long as necessary.

Handling of Disclosure Information

Recipients of Disclosure Information at Brighton & Hove City Council will only disclose this information to the recruiting manager and Human Resources Manager. Unauthorised disclosure of any information provided by the DBS is an offence under Section 124 of the Police Act 1997.

Disclosure Information will be securely stored and will be retained for a maximum period of six months unless, in exceptional circumstances, formal written agreement of the DBS is obtained to retain them for a longer period. Brighton & Hove City Council as a Registered Body must comply with the DBS Code of Practice. All matters relating to the use of Disclosure Information will be undertaken in accordance with the DBS Code of Practice and Brighton & Hove City Council's Code of Practice on the Use of Disclosure Information.

Further Information

If you are successful in obtaining a conditional offer of employment (or have been accepted as a volunteer), you will be sent further information on the Disclosure process including guidance on completion of the Disclosure Application Form. Disclosures for employment will be funded by the Council and Disclosures for Volunteers are free of charge.

Further information on the DBS and the Disclosure process including the DBS Code of Practice can be obtained by visiting the web site: www.homeoffice.gov.uk/dbs or by calling 0870 90 90 844.

Further information on the Council's Policy on the Recruitment of Ex-Offenders and the Code of Practice on the Use of Disclosure Information can be obtained by contacting Human Resources on (01273) 292313.