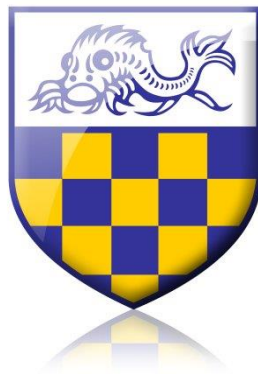


**Longhill High School
Rottingdean
Brighton**



Information Pack 2018

Learning Support Grade A Teaching Assistant



Longhill High School

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December 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 Learning Support team and our Special Facility were recognised as particular strengths of the school at our most recent OFSTED. We have a larger than average population of SEND (Special Educational Need and Disability) students yet OFSTED said:-

“Pupils who have SEN and/or disabilities make strong progress because they receive effective support for their learning. Pupils who are supported by the on-site support centre for pupils who have dyslexia make good progress. Pupils who attend alternative provision achieve well”.

“Additional funding for pupils who have SEN and/or disabilities is used well to support their learning and progress. A skilled team of teaching assistants is part of the provision carefully tailored to meet the needs of these pupils. Teachers receive good support and guidance to support pupils who have SEN and/or disabilities with their difficulties in learning.”

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

Longhill High School

Job Description for: **Grade A Teaching Assistant**

Hours of work **30 hours per week term time only**

Responsible to: **Head of Learning Support Faculty**

Job Purpose:

To provide academic and pastoral support so that any student with Special Educational Needs is able to integrate as fully as possible in the activities generally undertaken by other students. To carry out specific strategies to assist the student's development, under the direction of the class teacher or Key Support Teacher.

Accountabilities:

1. To have an allocated group of Key students each year and have an awareness of these student's difficulties. The use of IEP's/IBP's and the SENIM's Register should be used as a vital source of information, supported by first-hand knowledge of the child.
2. To support these students either in whole class, in small groups or on an individual basis and to help to alleviate their difficulties through appropriate support.
3. To take an active part in developing a role within the learning support team, following all procedures to ensure good communication and working collaboratively with appropriate colleagues.
4. To develop an effective working partnership with class teachers, communicating regularly with the class teacher over the needs of the students they are supporting.
5. To work closely with their Key Support Teacher, the Head of Learning Support and the Inclusion Coordinator to ensure a cohesive approach to the support provided to students. Information pertinent to student need should be shared swiftly within this group as appropriate but with a respect for confidentiality. When appropriate, Teaching Assistants may also communicate with Parents/carers.
6. To participate in the process of record-keeping, reporting and consultation where appropriate.
7. To act as a member of the school staff around the school, adopting a general role of care for the students, the building and resources.
8. To attend appropriate meetings and training courses to develop their knowledge within the area of Special Educational Needs, including those occasionally run after school.

General accountabilities:

1. To ensure confidentiality of all information is maintained at all times
2. To undertake other reasonable tasks as direct by the Line Manager
3. To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.

4. To be aware of and support difference and equal opportunities for all.
5. To contribute to the overall ethos of the school.

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 school 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.

Longhill High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Grade A Teaching Assistant - Person Specification

The Learning Support team are an extremely supportive and friendly team with a child centered approach. We welcome any candidate who values children, regardless of their difficulties or strengths. To complement the existing team you will need the following characteristics, skills and qualities. Training and support will be given.

	ESSENTIAL CRITERIA
Job Related Education and Qualifications and Knowledge	<ul style="list-style-type: none"> • Enjoy working with children and young people • Ability to work as an active team member, using initiative • Willingness to work with students who can become frustrated and therefore challenging • Good organisational skills • Good basic literacy skills, GCSE's an advantage although no formal qualifications necessary
Skills & Abilities	<ul style="list-style-type: none"> • Good IT skills • Administrative ability • Problem solving skills • Ability to handle a steep learning curve • Understanding of a variety of special needs • Friendly, warm and professional • Sensitivity and understanding • A calm and patient nature

	<ul style="list-style-type: none">• Flexibility• A sense of humour
Equalities	<ul style="list-style-type: none">• 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.
	Longhill High 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 Learning Support Faculty Profile 2018

The Learning Support Faculty is a thriving department at Longhill where students with SEN/D are provided for, so they can meet their full potential. We have a wide range of needs from the mild to the considerable. Staff take an active interest in the welfare of students and work collaboratively as part of a team. The team is universally passionate about our student's wellbeing. We love what we do.

Staffing

The Faculty consists of a wide range of staff:-

Teaching staff comprises:- the SENCO, two full time learning support teachers one of whom is Deputy SENCO and one part time learning support teacher (3 days).

There is one full time Specialist Grade D and 4 specialist Grade C Teaching Assistants, 7 Grade A Teaching Assistants and a full time Administrative Assistant who all work closely together to meet student's needs. We also have a Grade D Learning Mentor who works part time in the Faculty and part time in a safeguarding capacity in school.

There is also a Special Facility for students with Severe Specific Learning Difficulties (SpLD). The Facility is run by a second Deputy SENCO, working as Coordinator, and a further part time teacher. They are supported by one part time Grade B TA and two Grade A TAs. The SF currently provides for 16 students all of whom have EHCPs. Special Facility Students are fully integrated into the mainstream curriculum with intensive support.

Longhill also has an Inclusion department run alongside but separate from the Learning Support Faculty. This offers a more flexible approach to the needs of those students who are risk of exclusion or are self-excluding. It has a wide range of bespoke and innovative programmes and courses. There are 3 learning mentors and a separate day to day Inclusion Lead.

To ensure provision remains cohesive, all young people are co-tracked and monitored through the SENDIMS and VSR systems. Our school is committed to providing support to those in need.

Resources

The Department occupies a specially designed suite of rooms consisting of two classrooms, three smaller teaching rooms and three interview/office rooms. We have a large number of computers within the department which have specialised software. There are also a large number of other learning resources. The Inclusion department has a separate and extensive set of facilities.

Students

There are currently 259 students on the SENDIMS Record. 37 Statements (16 in the Special Facility), with the remainder at 'K'. Difficulties encompass the whole range of the four categories from the Code of Practice 2015; Cognition and Learning, Communication and Interaction, Social Emotional & Mental Health and Physical needs. The extent of the conditions vary and include students with mild to significant needs in all of the following areas:- Specific Learning Difficulties, General Learning Difficulties, Social Emotional and Mental Health Difficulties, Speech and Language Difficulties, Autistic Spectrum Disorder (Aspergers Syndrome and Autism), Visual and Hearing Difficulties and Physical difficulties.

Support

We support students mainly through inclusive practice in the classroom, supporting, advising and working with staff, encouraging differentiation and helping students to access their work using a sensitive approach. We withdraw small groups and individuals on a needs basis and some students regularly come out of lessons each week in a planned manner. These groups are termed 'Special Studies' and each of our teachers delivers specialised support work to groups of selected students at the most significant end of the mainstream needs spectrum. This usually takes the form of groups of about 4/6 students with a common difficulty such as SpLD or S&L at the EHCP/statement level. Sometimes these groups are co-taught with our specialist Grade C TA's.

At KS4 we offer a very successful Foundation Studies option. In this course students follow a range of programmes designed to prepare them for independency and future work and life experiences. This is taught in groups of up to 8 students and has a focus on discussion, social skills and basic literacy and numeracy. Students generally love this

option and we have had excellent progress in student's awareness and development of these key skills. Last year we had zero NEETs from our SEND population.

We offer extra-curricular support through group/paired reading programmes, individual reading and spelling programmes, lunchtime Social club, Circles of Friends etc. Additionally, each member of the department tries hard to form positive and constructive relationships with their key students to support them emotionally and socially throughout their schooling.

External Agencies

We work very closely with a number of External Agencies and have an in-school Counselling Service. We also have extensive links with other schools and with the two Universities. The SENCo has lectured to both graduates and undergraduates, teacher trainees and has mentored many new sencos to the city. Working alongside such an established team will give you excellent opportunities to thrive and grow.

Additional Salary Information

Salary

Please note that Teaching Assistant's salaries are calculated as per the following examples.

Teaching Assistants work for 39 weeks per year (term-time only) and are paid for 46.2 weeks per year, which incorporates an element of holiday pay

Annual Full Time salary ÷ 52 weeks x paid weeks per year (46.2) ÷ full time hours (37) x actual hours worked (30).

**Therefore the starting salary for a
Teaching Assistant working
30 hours per week is:**

$\pounds 16,881 \div 52 \times 46.2 \div 37 \times 30 = \pounds 12,160$ per annum

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.