



THE
MALLING
SCHOOL

The Malling School Recruitment Pack

Teaching Assistant – Dyslexia support



The Malling School

Beech Road

East Malling

Kent

ME19 6DH

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Letter from John Vennart – Headteacher

Dear applicant,

Thank you for expressing an interest in a position at The Malling School. I hope this letter, along with the other documentation you find in the application pack and on our website, will encourage you to make an application.

It was a real privilege to be appointed as the new Headteacher of The Malling School in September 2018. Students, parents and staff are extremely proud of our school and the work that we do. The Malling School is a happy and caring place for young people to learn. We have fantastic facilities and an extremely talented team who are fully committed to our students. All our staff have the highest aspirations for our students and encourage them to have the confidence to believe in themselves.

We are fully committed to developing our staff at The Malling School. We have a very open and supportive strategy to improve teaching and learning. All teaching staff have regular developmental learning walks every term. Strengths and areas to develop are discussed in termly one to one meetings with line managers. We have no formal observations or grading of lessons and invest our training time into the long-term progress of all our teachers. Our strategy to improve outcomes for our students is not through short term unsustainable Y11 intervention but through continuing to improve our daily practice in every classroom for every year group. We aim to make every lesson count by challenging our students, planning carefully for misconceptions and teaching to the top.

We have a strong behaviour for learning policy at our school. All staff receive regular informal behaviour for learning training to ensure we are consistent in our application of the policy. Students are very clear around our high expectations of behaviour and attitude in every classroom. The key to the success of the policy is the proactive targeting of poor work ethic and low-level disruption by every teacher. Students that slow down the pace of learning are transferred by our senior leaders. All transfers from lessons are monitored and escalating sanctions and support are put in place for students that receive repeated transfers. We have an excellent behaviour hub that has been created to ensure that consistent support and sanctions are applied across all houses.

The leadership team ensures that all our improvement strategies are clearly communicated to staff, effectively piloted, evaluated and well thought through. Our key principle when introducing any new initiative is to ensure that there is no unnecessary workload and that it has a high impact on student progress. Staff and student well-being are extremely important to us at The Malling School and are a major part of our School Improvement Plan.

Our key work over the next two years is to improve outcomes of our students continuing to ensure that our school is a happy and caring place for young people to learn.

Please take some time to look at our website and get a feel for the kind of school we are, as we believe that fitting in with our philosophy is essential for you to be happy working at our school.

Thank you for taking an interest in our school and I hope that I have the opportunity to meet you soon.

Yours sincerely



John Vennart
Headteacher

The Malling School

A mixed 11-19 co-educational High School of 1,000 pupils serving the historic market town of West Malling and surrounding villages. The school is set in pleasant rural surroundings and has its own lake and extensive grounds. It was completely re-built in September 2007 and therefore has outstanding facilities.

West Malling is close to the county town of Maidstone and has excellent rail links to London and Ashford International (for the Continent).

This is an exciting time to be joining the staff of The Malling School.

Our school is increasingly becoming the first choice school for parents. As a result we are currently oversubscribed. We have robust behavioural systems and Developmental Learning Walks, rather than formal observations. All of which allow a teacher to flourish and do what they do best – teach!

We provide a very supportive environment in which staff can further develop their skills and we ensure every new member of staff has access to a trained coach. With close teams of teachers and non-teachers working together we take a collaborative approach to school improvement and have a shared aim of providing the very best education for our pupils.

We offer an extensive and individualised training programme tailored around training needs identified by our staff. We encourage staff to take calculated risks in striving to be the very best and will never stifle innovation. Our philosophy is one where leaders are trusted to lead and teachers trusted to teach.

Extract from Safeguarding Policy

Introduction and Ethos

The Malling School is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. The Malling School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

The Malling School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

JOB TITLE: Teaching Assistant KR5 + SEN Allowance

ACCOUNTABLE TO: SENCo/Assistant SENCo

JOB PURPOSE:

Contribute to the management and support of pupils during learning activities. Establish and maintain relationships with individual pupils and groups. Provide cover supervision for whole classes where and when required. Review and develop own professional practice. Dealing with pupils' therapeutic, pastoral and personal care needs.

KEY TASKS

- Implement structured learning activities/teaching programmes both in small group settings and individual tutorials and support pupils in accessing learning activities under the supervision of the class teacher or tutor, providing feedback to pupils in relation to their progress and achievement in order for pupils to realise their full potential.
- Complete necessary training to update skills to support pupils with dyslexia.
- Attend staff meetings 1 hour after school three times per term.
- Manage classroom activities safely, ensuring that the physical learning space and the resources in it are conducive to pupil learning.
- Be able to use a range of strategies to deal with classroom behaviour and understand individual needs to ensure pupils' learning needs are met.
- Assist in the preparation and administration of exams including acting as a reader, amanuensis, and invigilator.
- Promote and supervise trips and activities designed to develop social skills, inclusion, and corporate identity as hours permit.
- Escort and support students who are engaged in off-site learning and extra-curricular clubs and activities as hours permit.
- Carry out lunch duties, as per the duty rota, issued by the senior leadership team.
- Administer routine tests and undertake routine marking as directed, maintaining records as requested in order to allow the class teacher to concentrate on other activities requiring their professional input.
- Implement pastoral management programmes for pupils with emotional problems to ensure pupils' wellbeing, health, safety and learning needs are met.
- Be familiar with and comply with a full range of policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person to ensure pupils' wellbeing.
- Lead lessons if a member of teaching staff is absent (small group setting)

- Timely and accurate preparation and use of specialist resources/ materials/equipment as required by staff/curriculum/lesson plans etc., whilst creating and maintaining a purposeful, productive, and safe working environment to ensure pupils' learning needs are met.
- Provide clerical/admin support and undertake basic record keeping in respect of pupil learning, behaviour management, child protection etc as directed, in order to support the class teacher in delivering the specific learning programme set for each child.
- Liaise with Tutors regarding Physio and Occupational therapy for specific children and assist in delivering exercise regimes.
- Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans etc.
- Undertake on-going training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.

Health & Safety

- To promote and comply with the school's policies on Equal Opportunities and Health and Safety both in the delivery of services and the treatment of others

Safeguarding

The Malling School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by The Malling School. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

Person Specification

Essential	Desirable
Experience with supporting students with dyslexia and educational needs	L2 or above qualification in Dyslexia
Be willing to support a student with their personal care	Previous experience of supporting students with personal care
Ability to work 1:1 supporting a student with dyslexia and educational needs with their academic learning both inside and outside of the classroom	
Experience in delivering interventions to pupils on a 1:1 or group basis.	
Good standard of all round education	.At least five Level 2 qualifications including English and Mathematics.
To have previous experience and knowledge of SEND and/or specific areas of educational needs.	Previous experience of working with children with special needs
Be willing to undertake on going training as part of the TA pathway programme	Previous experience of working with children of secondary school age.
Ability to use all Microsoft office packages to a proficient standard e.g manipulate data in Excel programmes; prepare documents for external audiences.	Knowledge of policies and procedures relating to safeguarding, child protection, health, safety, security, equal opportunities and confidentiality.
Ability to relate to young people and adults, understand their needs and respond accordingly.	Experience of developing social skills programmes with young people.
Be able to support and encourage students to interact with others and be socially responsible.	
The ability to work well in a team and independently, a high level of resilience and a proactive approach.	The ability to work with students in setting targets and to support students and teaching staff in implementing and reviewing targets.
	Experience of delivering interventions to support students academically, socially and emotionally.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

All completed application forms must be submitted via the Kent Teach website or sent either electronically to HR@themallingschool.kent.sch.uk or by post to the following address:

HR Team
The Malling School
Beech Road
East Malling
Kent
ME19 6DH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed, candidates who have been selected for interview will be informed and provided with full details of the interview programme.

If you have not heard from us within four weeks of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK.
- Photo ID

Conditional Offer

Any offer of employment will be conditional upon the following:

- Verification of right to work in the UK.
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Satisfactory online check
- Satisfactory completion of a Health Assessment
- Satisfactory completion of six-month probation period (where relevant)
- Satisfactory checks, as may be required in accordance with statutory guidance, if you have worked or been resident overseas in the previous five years.

Retention of information

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice for job applicants

Under data protection law, individuals have a right to be informed about how the school uses any personal data we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about individuals applying for jobs at our school. We, The Malling School, are the 'data controller' for the purposes of data protection law. Successful candidates should refer to our privacy notice for the school workforce for information about how their personal data is collected, stored and used. Our workforce privacy notice is available from the school website or by email the school office; office@themallingschool.kent.sch.uk