

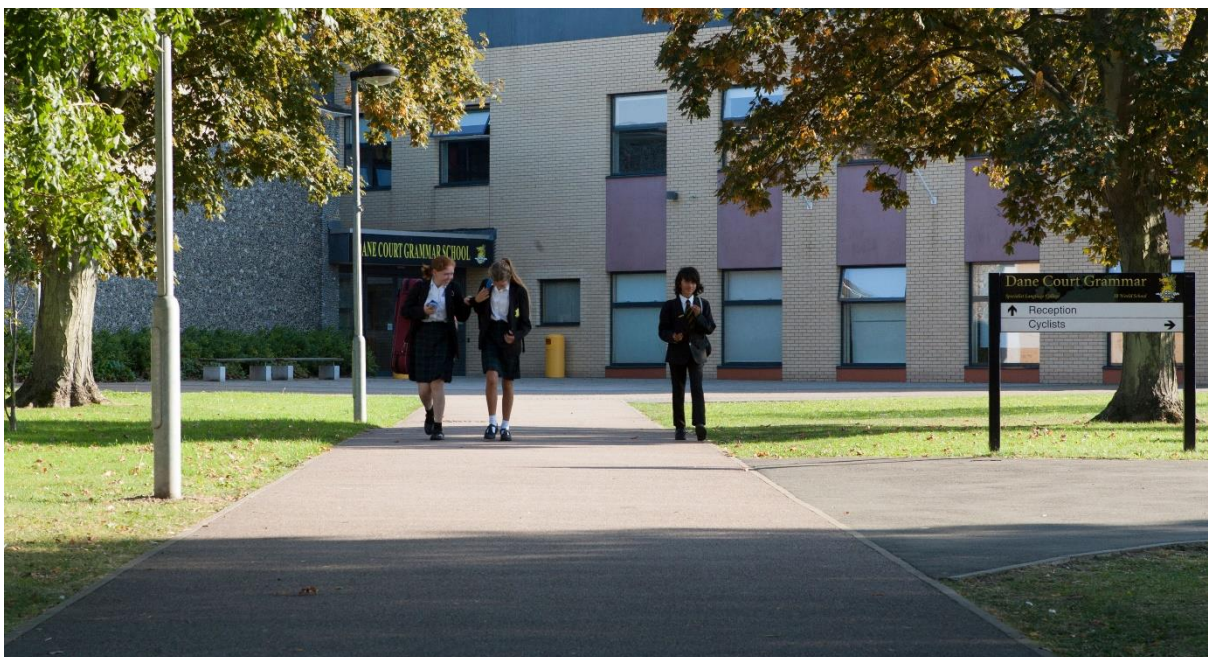


Dane Court Grammar School

Teaching Assistant (Student Welfare & Wellbeing)

Application Pack

Required for 17th April or as soon as possible





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Welcome from the Headteacher

Dear Applicant

Thank you for your interest in the post of Teaching Assistant (Student Welfare & Wellbeing).

We are seeking a dynamic and hard-working individual to join our wonderful Special Educational Needs department. This role will involve small group work and one-to-one support (for students identified as having wellbeing needs), students with Education, Health & Care Plans (EHCPs) or identified as requiring SEN support.



The successful candidate will:

- share our vision for the school as a ‘place of belonging’ and high expectations, where students work hard, achieve highly and treat each other with kindness;
- understand the importance of providing very high quality support for students with SEN;
- set high expectations for behaviour; insist on respect and kindness;
- provide high quality support to the SENCO and the team as a whole.

The support you provide the SENCO will be invaluable in implementing a vision for the department; you will, in turn, be given support in your own career and professional development.

I look forward to receiving your application.

Yours faithfully

Martin Jones
Headteacher

School Vision and Values and Aims

Vision

Developing knowledgeable and caring young people who help to create a better and more peaceful world

Values

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Aims 2021-2024

Curriculum & Teaching: outstanding learning, achievement & destinations

- *Provide an excellent academic education that enables all students to secure the highest grades in order to access world-class universities, the most competitive undergraduate courses and high quality employment-based opportunities*
- *Ensure students experience high quality lessons, characterised by: high challenge for all, high quality talk, frequent guided and independent practice, meaningful feedback, excellent support for learning and regular opportunities for knowledge retrieval (The DC6).*
- *Provide an excellent real-world education, including SRE & PSHE, to fully prepare students for the challenges and opportunities of modern living*
- *Provide high quality and inclusive support for students of all abilities and backgrounds and work closely with external partners to access specialist support for our students as required*
- *Provide varied, enriching and high quality extracurricular opportunities*

Wellbeing, welfare, behaviour & attitudes: outstanding relationships

- *Ensure that students are safe and able to make positive and informed choices to enhance their own wellbeing as well as the wellbeing of others*
- *Foster a caring, open-minded and principled school community where we all act with integrity and honesty*
- *Develop respectful and confident global citizens and young leaders*

Leadership: making a difference

- *Ensure that students from low income backgrounds have fair access to the school, receive excellent support, achieve highly and secure exciting destinations.*
- *Make a significant contribution to the education of young people across Thanet through partnerships with other schools, particularly those within the Coastal Academies Trust*
- *Ensure that staff are well-supported and workload is well-managed. Provide coherent and ambitious career and professional development pathways for all colleagues. Play a leading role in the development of EKLA and make a significant contribution to the planning and delivery of the alliance's programmes, including ITT and NPQs.*
- *Manage the budget to ensure the maintenance of a high quality working and learning environment with excellent facilities and resources*

Our Curriculum

Our curriculum is **broad, challenging** and **internationally-minded**

Intent

Our curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.

Teaching at Dane Court: the DC6



The Post

30 Hours per week.

Salary: CAT Grade 3 pt8, £20295

Term time only – paid 43.70 weeks

Pro rata to £13791

Job Description

POST TITLE: Teaching Assistant (Student Welfare & Wellbeing)

RESPONSIBLE TO: SENCO

Teachers and members of the support team make the education of their students their first concern. Teachers and members of the support team act with honesty and integrity; keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students.

Main purpose of the job:

To provide high quality one-to-one support for students with SEN and to enable them to make best use of the educational opportunities available to them, both in the classroom supporting lesson delivery and outside of the classroom when delivering intervention.

You will provide a complementary service to existing teachers and pastoral staff in school, addressing the needs of students who require help to overcome barriers to learning outside the classroom, in order to enable these students to achieve their full potential by being able to access lessons more effectively. You will enable the school to raise standards of achievement and improve the wellbeing of specific students across all our year groups.

You will be expected to work with students from all year groups.

Responsibilities include:

Working with particular students, as directed by the Senco to support subjects and learning across the whole curriculum.

Establishing a supportive, caring and secure relationship with the child, promoting respect, self-esteem and encouraging our whole school values of being caring, open-minded and principled both in the classroom and around the school in general.

Developing knowledge and understanding of the specific academic, physical, emotional, behavioural and if required, medical needs of the students and respond to them effectively.

Supervising and monitoring our safe space in school; greeting these students when they arrive at our designated safe space and supporting them to either return to class to engage in learning, or supporting them in the safe space to access strategies to manage their anxiety and re-engaging them in learning.

Assisting the SENCO with the planning, development and delivery of suitable strategies and programmes of work for the pupil.

Supporting and engaging the designated students, clarifying instructions, encouraging independent learning and behaviour, and enabling learning targets and outcomes to be achieved.

Contributing to monitoring and recording student progress, maintaining records and providing relevant feedback to teachers and the Senco.

Liaison with outside agencies and parents of the identified students, where appropriate, including attendance to Annual Reviews where a student has an EHCP.

Providing supervision and activities for students during some unstructured times (break/lunchtime).

Teachers and members of the support team must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

Teachers and members of the support team must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The job description, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job.

Dane Court is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance.

Person specification

Education & qualifications	GCSE English and mathematics at grade C or 5
	A good level of post-16 education (passes at A level, IBCP or IBDP)
Experience & knowledge	A genuine passion for teaching and supporting students with SEN, in particular with SEMH needs
	Experience of working 1:1 with specific children who have complex special educational needs and/or disabilities (desirable)
	Awareness of a range of conditions and their impact on children (or a willingness to learn), including Autism, ADHD, Dyslexia and other additional areas of need
	Previous experience of working with children aged 11-16 in a voluntary or paid capacity
	Understanding of the relevance of childcare legislation
	Understanding of health and safety and welfare issues within a school environment
Personal attributes & skills	Good written and oral skills for communicating, report writing, maintaining child records and providing feedback to parents/carers and colleagues
	Ability to build a good rapport with children, parents, staff and other professionals
	The ability to adapt to changing circumstances and needs
	Willingness to take responsibility for your own professional development
	Highly organised and able to manage time and meet deadlines
Additional requirements	Have high professional standards and expectations
	Knowledge of the Zones of Regulation programme used to support emotional literacy would be desirable
	Ability to deal appropriately with confidential information
	A commitment to safeguarding and promoting the welfare and development of young people
	A commitment to Dane Court's ethos and aims



Safeguarding and Safer Recruitment

Dane Court is committed to safeguarding and promoting the welfare of children and young people in education and expects all staff to share this commitment. Safer recruitment is the first stage of the safeguarding process.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

All posts at Dane Court Grammar School are exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting:

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- In addition, as part of the shortlisting process schools we will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Whether they are prohibited from taking part in the management of an independent school
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Whether they are known to the police and children's local authority social care
 - Whether they have been disqualified from providing childcare
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the applications at the point of interview.

References and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references e.g. to whom it may concern
- Not rely on applicants to obtain their reference
- Ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of any disciplinary investigations)
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- Always verify any information with the person who provided the reference
- Ensure electronic references originate from a legitimate source
- Contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- Establish the reason for the candidate leaving their current or most recent post
- Ensure any concerns are resolved satisfactorily before appointment is confirmed.

Interview and selection

When interviewing candidates, we will:

- Find out what attracted the candidate to the post being applied for and their motivation for working with children
- Explore their skills and ask for examples of experience of working with children which are relevant to the role
- Probe any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website. If the person has lived or worked outside the UK, make any further checks the school or

college consider appropriate. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher other classroom staff

In addition:

- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children
- Will be working on a regular basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children, or
- Engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

Please also see the following policies and documents:

[Keeping Children Safe in Education](#)
[Safeguarding and Child Protection Policy](#)
[Staff Conduct Policy](#)
[Behaviour and Discipline Policy](#)

[IT Acceptable Use Policy](#)
[Social Networking Acceptable Use Policy](#)
[Whistleblowing Policy](#)

What we can offer you

A popular and successful school with a high profile in the local community.

Well-motivated students who are excited about learning.

Bright, modern buildings with excellent facilities.

At the heart of the Coastal Academies Trust, with strong links to teachers and students in other local schools.

Located in Broadstairs, on the Kent coast, with a sunny climate and affordable housing, yet only 80 minutes by train from central London.

Forward-thinking curriculum: we are an International Baccalaureate World School, offering academic and vocational courses.

Friendly staff, working together and supporting each other.

Excellent induction programme.

Opportunities for high quality professional development.

Application Process

Closing date for applications is **Thursday 23rd March 2023**. Applications will be dealt with on receipt.

To apply please complete the online application form and submit a covering letter outlining how your knowledge, skills and experiences meet the competencies required for this post. The letter should be no more than two sides of A4.

Should you require any additional information please contact Carolyn Hobbs on hobbs@danecourt.kent.sch.uk or ask to speak to Martin Jones, Headteacher.

Retention of information

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

Privacy Notice

Please refer to our [Privacy Notice](#) for information about how we use any personal data about them we hold

