



Pennine Academies Yorkshire

Central Team

Recruitment Pack

Language Development Workers

To start December 2024

CEO: Michael Thorp

Pennine Academies Yorkshire: 01274 271164



Language Development Workers x 2 - Permanent

Band 7 SCP 11 - 17, Term-time only + 2 weeks

37 hours per week (actual salary £23,017 - £25,490)

Monday - Thursday, 8.00/30am - 4.00/30pm and Friday, 8.00/30am - 3.30/4.00pm

We are seeking to recruit an enthusiastic, experienced and committed individual to assist the newly established School Improvement Team at the Central Offices. You will be based at the central office but will also be expected to travel to any of our PAY schools. Mileage can be claimed.

In particular, we are looking for an individual who:

- Is adaptable, open to change and to be flexible
- Is hard working, strong work ethic and who is prepare to go the extra mile
- Is inclusive, treating other fairly and equally
- Is tenacious and perseveres
- Is committed to continuing professional development

As a Language Development Worker at PAY, we will offer you:

- ✓ A positive and thriving working environment
- ✓ A straight talking and energetic team with a great sense of humour
- ✓ Access to CPD opportunities
- ✓ A fantastic wellbeing package

PAY is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We welcome applications regardless of age, gender, ethnicity or religion.

The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the trust are warmly welcomed by arrangement. Please contact the People & Culture Business Partner to arrange an appointment or to ask for further information on 07807 031160 or recruitment@paymat.org.

Closing Date: 19th November 2024 at 12pm

Shortlisting Date: 19th November 2024

Interview Date: w/c 2nd December 2024

JOB DESCRIPTION – LANGUAGE DEVELOPMENT WORKER

Salary: Band 7, SCP 11-17

Date: December 2024

Responsible to: Director of School Improvement

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To support the school Improvement team through early identification of children at risk of language delay.

To deliver a high quality language support programme to children and their families.

To help to care for, support and encourage families to engage in the language support programmes.

To support families by providing information on child development, linking them into services and helping them through a programme of language support.

To work in schools and settings to provide language support.

To support delivery of language support groups for children within school.

To support and train new staff into the Language Development Worker role.

To collect data, and input onto a system for monitoring and evaluation purposes.

To spread key messages about the importance of language development in the schools and wider.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

KEY ROLES :

- To make referrals to outside support agencies when required, including Speech and Language Therapy, Audiology, Better Start Bradford projects.
- To commute from different places of work using your own vehicle.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

SCHOOL SETTING WORK:

- Be a named Lead Language Development Worker for the trust schools.
- Carry out termly assessments within the schools to identify children at risk of language delay.
- Carry out 1:1 interventions supporting and developing children's language skills.
- Plan, implement and evaluate language support activities.
- Lead small group interventions.
- Provide high quality reports to parents and schools
- Attend and lead meetings with outside professionals
- Liaise closely with parents and key members of staff in each school to provide a joint up approach of support

STAFF TRAINING:

- Provide shadowing opportunities for staff within the school to develop their knowledge language assessment and language support programme.
- Provide feedback and next steps to support staff development.
- To be a named person with an area of specialist knowledge who staff can seek advice and support from. (Examples; Speech Sounds, Autism, Parental Involvement, Schema, Wellbeing)

OBSERVATIONS, PLANNING AND DATA COLLECTION:

- To carry out high quality language focused observations and use these to inform the support given to each child.
- To carry out observations of adult-child interaction.
- To make an increasing contribution to the planning, implementation and evaluation of play experiences.
- To maintain paperwork to a high standard and input data onto an online system in a timely manner.

INTEGRATED WORKING:

- To work with other groups and organisations in the Bradford area to provide opportunities and support for families
- To develop and maintain positive professional relationships at BHT and with external relevant organisations.
- Knowledge of all the services offered through BHT and external relevant organisations
- Clear understanding of and adherence to all policies and procedures relating to confidentiality laid down by BHT
- Provide comprehensive reports to outside agencies when required.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Need to demonstrate excellent communication skills and be able to work within a team and independently.
- Need to demonstrate effective time management and organisational skills in order to manage their own time table.
- Must be flexible and able to travel between schools within the trust.
- Must be committed to on-going CPD.
- Mainly school based, and will be expected to run interventions within schools and have dedicated time for admin factored into the working week.
- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required)

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK

PERSONNEL SPECIFICATION	
Essential Criteria	
Grade C/4 GCSE English and Maths or equivalent	E
Level 3 qualification in working with children (Early Years)	E
Two years' experience of working with children aged 0-5 years in a childcare setting or family support setting	E
Full UK Driving Licence and access to a vehicle	E
Education and Training:	
Evidence of further professional development	
Training relevant to post e.g. Narrative; Eklan; Welcomm	
Other relevant qualifications	
Relevant Experience:	
Experience of working successfully with others e.g. parents, staff, within the community and outside agencies	
Experience of language development work for this age group.	
Experience of working in a team situation	
Experience of working with or caring for children of relevant age	
Experience of working with pupils with additional educational needs	
Experience of working in a relevant discipline	
Skills and Aptitudes:	
Commitment to the safeguarding and promoting the welfare of children and young people	
Ability to communicate effectively, both written and oral, with a wide range of people	
Stamina and resilience	
Able to assist in monitoring and evaluating work	
Ability to promote inclusion at all times	
Good ICT, numeracy and literacy skills	
Ability to use relevant equipment/resources	
Ability to self-evaluate learning needs and actively seek new learning opportunities	
Excellent organisational and problem solving skills with the ability to work proactively and independently	
Previous experience of using an online data collection system	
Ability to work constructively as part of a team	
Ability to remain calm under pressure	
Demonstrate a commitment to working with children of the relevant age	
Demonstrate good co-operative, interpersonal and effective listening skills	
Maintain confidentiality in matters relating to the school, it's pupils, parents or carers	
Ability to perform all duties and tasks with reasonable adjustments where necessary	
To have appropriate expectations of young children's abilities	
Able to model excellent practice at all times for parents and Colleagues	
Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties	