

Chellow Heights
South Campus
Netherlands Avenue
Low Moor
Bradford
BD6 1EA
Tel: 01274 679972



Chellow Heights School
Thorn Lane
Bingley Road
Bradford
BD9 6AL
Tel: 01274 484242
Fax: 01274 484217

Email: chsoffice@chellowheightsschool.co.uk

September 2019

Dear Applicant

Thank you for considering a post at Chellow Heights School. Chellow Heights is a generic special school located in Heaton (BD9) and Low Moor (BD6) in Bradford. We cater for pupils aged 2 – 11years with severe, profound and complex learning needs who may also have additional sensory, physical, medical, social and emotional needs. To find out more about us visit our website www.chellowheightsschool.co.uk or read our OFSTED report on the DfE website.

The Governors' vision for the school is that it will provide an outstanding learning environment for all, not just the pupils and is committed to training for parents and staff as well as providing excellent learning opportunities for pupils. We have high expectations of everyone to work hard and to achieve their best. To do this we provide a stimulating, safe and happy school and take our safeguarding responsibilities very seriously.

Please complete the application form and other attached paperwork, ensuring on your application that you follow **all** instructions. Any gaps in the application may lead to you not being considered for the post.

If you have not been invited to an interview within a month of the closing date please assume that you have not been successful on this occasion.

Thank you again for your interest in a post at the school. I would like to take this opportunity to wish you every success in your application and look forward to meeting you soon.

Regards

Sue Haithwaite
Executive Headteacher



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IMPORTANT NOTE

Thank you for requesting an Application Form. Please read the following notes before completing the form. If you require assistance with this form, feel free to contact the school.

- Please note: we do not accept CV's.
- As we follow Safeguarding regulations, there must be NO gaps in your employment history. If there is a gap please explain what you were doing at that time.
- Read ALL enclosed information, particularly the Job Description and Personnel Specification before completing the form.
- Give all the information you can about yourself and tell us why you think you are suitable for the job. Please indicate how you meet the requirements of the Personnel Specification in the specific sections provided on this form.
- You must provide at least TWO referees, one of which must be your present or most recent employer. If you have not previously been employed, give the name of someone who knows you well. Please do not give the name of a relative.
- Complete all sections and ensure you sign the form on the back page. Unsigned application forms cannot be accepted.

The Personnel Specification

The personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an appointment you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.



CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

CHELLOW HEIGHTS School

Job Description

Post Title: Special Needs Teaching Assistant, Band 5, SCP 4-6, Level 2

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the 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 description.
- 2 Officers 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.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed 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 undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility and hygiene and well being of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- 1.1 Supervise and provide particular support for pupils with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher/person in charge.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher/person in charge.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (including meeting personal care, hygiene needs, and therapy and medical interventions needs, of the pupils)

2. SUPPORT FOR THE TEACHER

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Maintain manual and computerised records as requested.
- 2.5 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 2.6 Ensure the health and safety of pupils at all times
- 2.7 Establish constructive relationships with parents/carers.
- 2.8 Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc
- 2.9 Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.10 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.11 Assist with the planning of learning activities.
- 2.12 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

3. SUPPORT FOR THE CURRICULUM

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity (including checking for quality/safety and reporting any damages) and assist pupils in their use.
- 3.5 Demonstrate and assist others in safe and effective use of specialist equipment/materials

4. SUPPORT FOR THE SCHOOL

- 4.1 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 Designated Safeguarding Lead or Named Person.
- 4.2 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.3 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.4 Contribute to the overall ethos/work/aims of the school.
- 4.5 Appreciate and support the role of other professionals.
- 4.6 Attend and participate in relevant meetings as required
- 4.7 Participate in training and other learning activities and performance development as required.
- 4.8 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.9 Accompany teaching staff/person in charge and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher/person in charge.
- 4.10 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- 4.11 May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description.
- 4.12 May be required to work with pupils of any age within the age-range of the school.
- 4.13 May be required to work with pupils with the full range of SEN within the school

FLUENCY DUTY

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Signature of post holder _____

Signature of Headteacher _____

PERSONNEL SPECIFICATION

Special Needs Teaching Assistant LEVEL 2

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> • Working with pupils of relevant age-range • Working with pupils with various Learning Difficulties – SLD / ASD / PMLD • Experience of/willingness to train in Behaviour Management and physical intervention – Team Teach • Experience of/willingness to train in communication approaches to access the curriculum. • Experience of / willingness to train in the use of hoists and physical positioning • Experience of /willingness to train in therapy and medical interventions • Experience of/willingness to train in specialist feeding techniques • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 		Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> • GCSE English and Maths at grade C or 	<ul style="list-style-type: none"> • Qualifications relating to post e.g. 	Application

	<ul style="list-style-type: none"> equivalent. NVQ 2 for Teaching Assistants or equivalent qualifications or experience. NVQ 2 in relevant discipline or equivalent qualification or experience. 	health, children, practical skills, first aid.	form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> Willingness to participate in development and training opportunities. Evidence of previous personal development. Training, or willingness to train, in Child Protection 	<ul style="list-style-type: none"> Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc. Health & Safety training as appropriate 	Application form & Selection process
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> Understanding of child development and learning. An understanding of the issues relating to pupils who have special educational needs. 	<ul style="list-style-type: none"> An understanding of the needs of a multicultural society. Understanding of relevant policies/codes of practice and awareness of relevant legislation. General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies. Effective use of ICT packages. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process

DISPOSITION - ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures. 	<ul style="list-style-type: none"> • Ability to identify own training and development needs. • Understanding of classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good literacy / numeracy skills. • Ability to use relevant technology. • Ability to use ICT effectively. • Ability to use relevant equipment / resources • In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. 		Application form & Selection process / test
CIRCUMSTANCES - PERSONEL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK 		Selection process. Sight of

	<p>(Immigration, Asylum and Nationality Act 2006).</p> <ul style="list-style-type: none"> • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). • If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		appropriate documentation as specified in interview letter
PHYSICAL / SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving and handling pupils, within school policies and practices. • For this post it may be an unavoidable core component of the job for the postholder to be willing and capable of meeting the hygiene and personal care needs of pupils within school policies and practices. 		Selection process



OUTLINE JOB DESCRIPTION

POST TITLE	Special Needs Teaching Assistant (LEVEL 1/Band 3 or 4)	POST REFERENCE						

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- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed 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 provide general support to staff and pupils, including preparation and routine maintenance of resources/equipment.
To provide for the care and control of pupils within the post holder's capability and training.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

SUPERVISION AND GUIDANCE:

To work under the direction/instruction of senior staff.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures.
The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.
The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/ hygiene /designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- 1.1 Support pupils in accessing learning activities as directed by the teacher.
- 1.2 Support for pupils for personal care, independence and personal, social and emotional development.

2. SUPPORT FOR THE TEACHER

- 2.1 Ensure the maintenance of a clean and orderly working environment
- 2.2 Timely and accurate preparation of routine equipment/resources/materials as set out in instructions
- 2.3 Undertake basic record keeping as directed
- 2.4 Assist the teacher with learning activities ensuring health and safety and good behaviour of pupils
- 2.5 Provide clerical/admin support e.g. photocopying, printing, display, collection and recording of money etc.
- 2.6 Provide support for the personal care/ personal, social and emotional development of pupils as appropriate.

3. SUPPORT FOR THE CURRICULUM AND PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS

- 3.1 Monitor and arrange orderly and secure storage of supplies
- 3.2 Maintenance of every day equipment, check for quality/safety, undertake simple repairs and report other damages
- 3.3 Operation of everyday equipment in accordance with instructions.

4. SUPPORT FOR THE SCHOOL

- 4.1 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 Designated Safeguarding Lead or Named Person
- 4.2 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 4.3 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 4.4 Contribute to the overall ethos/work/aims of the school
- 4.5 Appreciate and support the role of other professionals
- 4.6 Attend relevant meetings as required
- 4.7 Participate in training and other learning activities and performance development as required
- 4.8 Assist with the supervision of pupils out of lesson times e.g. clubs, extra-curricular activities.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

FLUENCY DUTY

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Special Conditions of Service:

All employees must complete Team Teach and Moving and Handling Training. This requires them to be physically able to complete the training.



PERSONNEL SPECIFICATION – LEVEL 1 (Band 3 or 4)

Post Title: SPECIAL NEEDS TEACHING ASSISTANTS

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services.

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 	<ul style="list-style-type: none"> Experience of working in a team situation. Working with or caring for children of relevant age or relevant experience e.g. voluntary organisation, parental caring responsibility. General technical / resource experience. Clerical / administrative experience. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. 	<ul style="list-style-type: none"> Qualifications relating to post e.g. health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> Willingness to participate in development and training opportunities. 	<ul style="list-style-type: none"> Completion of DfES Teacher Assistant Induction Programme. Team Teach Moving & Handling 	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
SPECIAL KNOWLEDGE		<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Knowledge of childcare. • Awareness of child development. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION - ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and effective listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour • Flexibility and willingness to accept change. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<ul style="list-style-type: none"> • Ability to understand classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good numeracy/literacy skills. • Ability to use relevant technology after training if required. • Keyboard / computer skills. • In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. 		Application form & Selection process / test
CIRCUMSTANCES	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK 		Selection

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
- PERSONAL	<p>(Immigration, Asylum and Nationality Act 2006).</p> <ul style="list-style-type: none"> • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). • If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		<p>process.</p> <p>Sight of appropriate documentation as specified in interview letter</p>
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. • Ability to cope with the requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. 		<p>Selection process.</p>