



HAYGROVE
ACADEMY TRUST

HAYGROVE SCHOOL



**Learning Support Assistant –
Hearing Support
Information for Applicants**



Haygrove School

Durleigh Road, Bridgwater, Somerset TA6 7HW

Tel: 01278 455531 Fax: 01278 427972

www.haygroveschool.co.uk

Headteacher – Mrs K Canham, BA (Hons), MA



December 2017

Dear Colleague

Thank you for showing an interest in this post. Haygrove is a highly popular school with students, staff and parents and I am very proud that we continue to attract high quality, committed and inspiring individuals who believe passionately in the importance of providing the best possible educational opportunities for every child in our community.

You will have gained from the website a snapshot of the culture, ethos, curriculum and support that we provide. Life at Haygrove is vibrant and dynamic.

New colleagues are guaranteed a full programme of induction and support and we are committed to on-going 'in-house' investment to meet the professional needs of all our staff. We have an open-culture and treat others with respect and fairness. We work together to meet the common need, share ideas, collaborate effectively for the benefit of the school and build relationships with colleagues and the community.

These are exciting times for Haygrove School. Having been approved as a sponsor in February 2016, we have now established the Haygrove Academy Trust, which is designed to be a formal cross-phase collaboration between Haygrove and some of its feeder schools, including some with a church designation. It is our intention to grow the trust to include another secondary and further primary schools.

The post is 30 hours per week Monday to Friday, term time plus 5 additional days to be worked over the course of the year. The working hours are 08.30am to 3.15pm Monday to Friday. The salary is Grade 14 with an annual salary of £11,350 – £12,232 based on a full time equivalent salary of £16,491-£17,772 per annum.

The Learning Support Assistant – Hearing Support will assist the School, Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables students with deafness/hearing-impairment to achieve their full potential and facilitate their social and moral development.

Under the guidance and direction of the SENCO, the successful candidate will develop, maintain and apply knowledge and understanding of hearing-impaired student's specific learning needs including audiological needs, and ensure that support is given to them at an appropriate level.

If you wish to proceed with an application for this post, please complete an application form from our website, together with a covering letter outlining your experience and qualities, and return it to the school. This post is subject to disclosure of criminal records and proof of identity.

Haygrove School has first class training and support in place for teaching and support staff and is an outstanding school in the area for graduates with aspirations on teaching to gain valuable secondary school experience.

If you wish to proceed with an application for this post, please complete an application form from our website, together with a covering letter outlining your experience and qualities, and return it to the school. This post is subject to disclosure of criminal records and proof of identity.

I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink that reads "K. M. Canham". The signature is written in a cursive style with a clear, legible font.

Mrs Karen Canham
Headteacher

HAYGROVE SCHOOL

Haygrove is an extremely popular, mixed 11-16 specialist language academy situated in a pleasant residential suburb to the west of Bridgwater. Bridgwater is a rapidly growing and flourishing town, set in a beautiful part of Somerset, with views of the Mendip, Quantock and Blackdown hills, great access to the cities of Bath and Wells, and the County town of Taunton. We occupy the site of the former Dr Morgan's Grammar School, which was one of our foundation schools when education in Bridgwater was re-organised in 1973.

We attract students from over 24 primary schools throughout Bridgwater and from a wide surrounding area. Demand for places in our school is very high and we are regularly oversubscribed. There are currently 1063 students on roll.

We pride ourselves on our successful academic record across the full ability range and on our culture of care and personal development. We believe in the traditional values of courtesy and consideration. By setting clear expectations for our students and by working in close partnership with our parents, we aim to provide a purposeful environment where teachers can teach and where our students' talents can be best developed. As a result, standards of behaviour in our school are high. School uniform, which includes a blazer and tie, is worn by all students and is strictly enforced.



At Haygrove we place teaching and learning at the heart of all that we do and our central purpose is to provide a first class education for all our children. To this end we believe that education should be a genuine partnership between home and school.

Our aim is to provide a happy and purposeful environment built upon mutual respect and positive relationships that encourages endeavour, an enjoyment of learning, and the pursuit of personal achievement in all aspects of school life. Each student is encouraged to be successful, active and confident in their learning.

Our Vision, Values, Aims and Strategic Objectives

To deliver a first class and outstanding education for all students in the Haygrove community.

OPPORTUNITY

ENDEAVOUR

ACHIEVEMENT

Our Values

Haygrove School is an exceptional school which provides a first class educational experience for every child in a safe, happy, caring and purposeful environment.

Our ethos is characterised by traditional values, high expectation, rich opportunities, mutual respect, personal responsibility and pride. We foster a culture of endeavour, enjoyment of learning and the pursuit of individual achievement in all aspects of school and community life.

Our aim is to enable all students to flourish academically and to develop into confident, courteous and well-rounded young adults, skilled and equipped for adulthood.

Our Strategic Objectives

- To be a 'centre of excellence' for teaching and learning in the South West.
- To ensure that all students achieve and, in most cases, increasingly exceed expected progress and that gaps between all the different groups continue to reduce.
- To establish an all-through school model which provides an inspiring learning community and environment, promoting increasingly high standards of achievement and a strong culture of continuum and progression through the primary and secondary phases.
- To grow the Multi-Academy Trust, supporting and collaborating with other schools which share a common vision and ethos, enabling rising standards and mutual benefits for the personal development and welfare of students, staff and society.
- To ensure that all staff are able to benefit from a programme of career progression, creating future leaders and a body of expert practitioners.
- To develop student voice and leadership programmes which create confident, resilient and mature thinking young adults equipped for the next stage of learning and future careers.
- To establish a sustainable curriculum model; broad, balanced, personalised and outward facing, fostering a learning culture which is consistent with the school's traditional ethos and values, but also reflecting the changing needs of young people in society and promoting British values as a critical part of each child's social, moral, cultural and physical and spiritual development.
- To increase further the profile of Haygrove School in the national and international community.
- To be the first choice school for all families in our community.

Our Aims

At Haygrove School we believe that every person matters and it is our expectation that we all:

- aspire to be the best that we can be.
- welcome challenge and feel empowered to take risks, show initiative, creativity and enterprise in a secure environment.

- recognise, support, celebrate and promote achievement.
- respect diversity within the community and develop caring, empathetic, respectful and positive attitudes.
- promote and model mental, physical, spiritual, social and emotional well-being.
- demonstrate attitudes that are caring, empathetic and supportive of others.
- make a positive contribution to the development and maintenance of a sustainable school environment and take responsibility for our impact on the wider environment.

It is essential that all students:

- engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- will become responsible citizens who make an active contribution to the school, local and wider community.
- are encouraged to enjoy active learning with and from each other.

Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes, all of which support our whole school vision and ethos, both through policy and practice.

Knowledge

It is our aim that each student has a “personal toolkit” for learning now and in later life;

- is able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners
- has broad background knowledge to support responsible and confident decision making
- is literate, numerate and has good ICT knowledge
- is aware of what constitutes a healthy lifestyle.

Skills

It is our aim that each student:-

- is able to communicate effectively; orally and in writing
- can organise and use time effectively
- can listen and learn from others
- is creative and able to show initiative.
- is resilient and shows a ‘can do’ attitude.
- is ambitious and has a high level of self-expectation.
- uses information effectively; can assess, synthesise and evaluate
- is able to solve problems
- can work independently and as a team member
- is technologically literate; can select appropriate tools and use them productively
- is adaptable
- can work to deadlines

Achievement

We offer all our students the chance to take part in The Achiever Award programme which is designed to recognise students’ performance in five key areas: attendance, attitude to learning, contribution to school life,

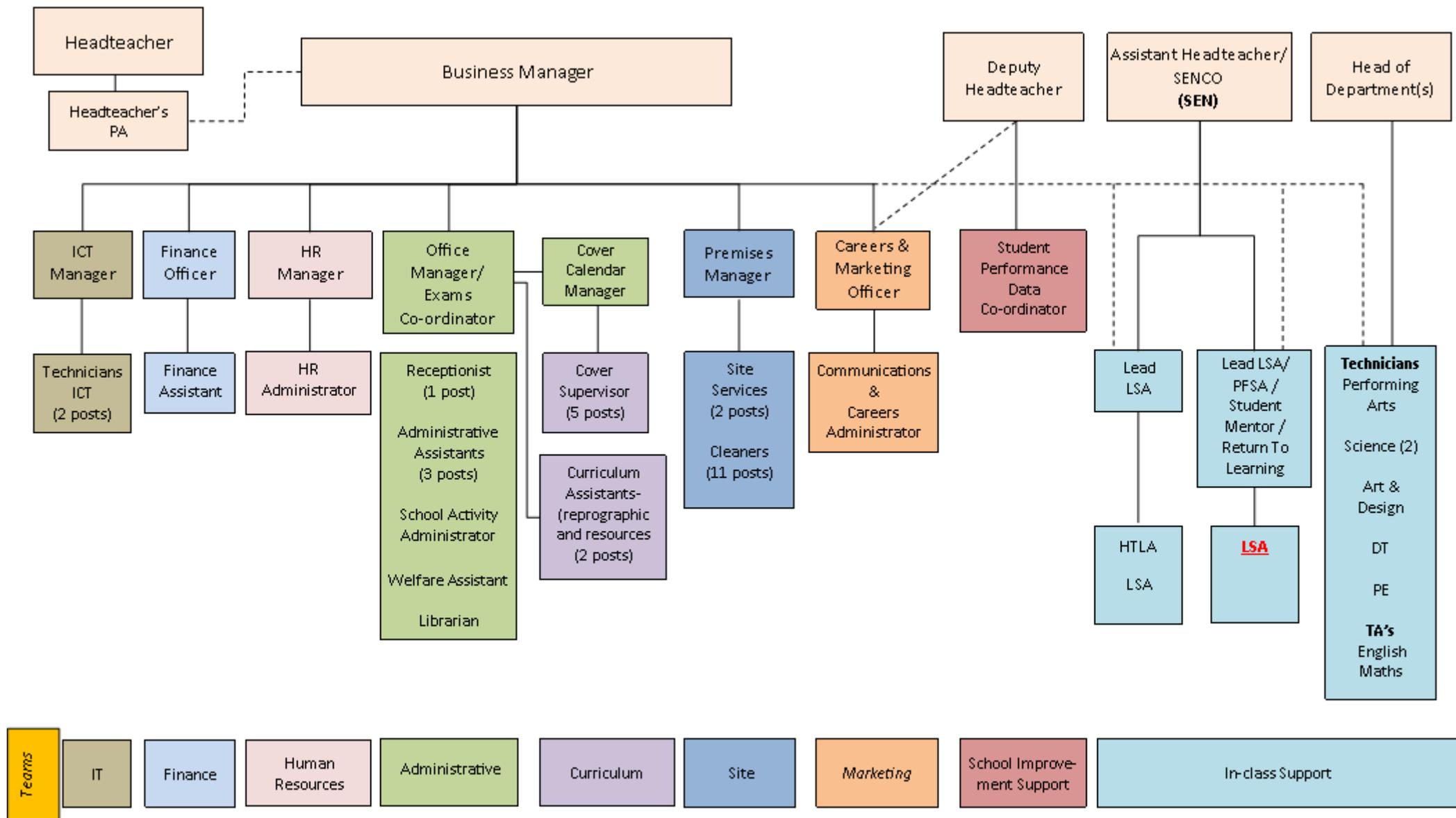
behaviour and uniform. The aim of this programme is to encourage students to be the best that they can be whilst at school and maintain a record of their progress and achievement. Points are awarded throughout the academic year and students achieve a Commended, Highly Commended or Distinction level plus a Tutor Bonus for exceptional effort and co-operation.

Extra-Curricular Programme

Our extra-curricular programme is recognised by staff, students and parents as a strength of our school. We are a centre for the Duke of Edinburgh Gold Award, we have Healthy School Status, the 360° E-Safety Award, the Artsmark and Sportsmark Awards, International Schools Status, the KS3 Secondary Geography Quality Mark Award and the Excellence in Enterprise Quality Award. In July 2013, we were formally recognised as a 'Thinking School', after an evaluation by the University of Exeter's Cognitive Education Development Unit.



SUPPORT STAFF STRUCTURE



———— Direct Line Management: As below, but with additional responsibility for the day to day working of staff.

- - - - - Indirect Line Management: Responsibility for recruitment, terms and conditions of employment, contracts, salary scales and staffing complement.



Job Description

Job Title:	Learning Support Assistant – Hearing Support
Salary:	Annual salary of up to £12,232 (based on Grade 14 full-time annual salary range of £16,491 to £17,772.)
Responsible to:	Special Education Needs Co-ordinator (SENCO)
Hours:	30 hours per week, 39 working weeks per year (term-time plus 5 days)

MAIN PURPOSE

To assist the School, Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables students with deafness/hearing-impairment to achieve their full potential and facilitate their social and moral development

MAIN RESPONSIBILITIES AND DUTIES

Under the direction of the SENCO:

- Develop, maintain and apply knowledge and understanding of students with hearing impairment's general and specific learning needs including audiological needs. To ensure that support is given to them at an appropriate level.
- Learning support is delivered individually and in groups through a range of tasks, mainly:
 - a. Monitor the function and use of student's hearing aids and other assistive equipment ensuring it is functioning optimally at all times to enable access to the full curriculum.
 - b. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions, contributing to the modification and differentiation of materials, contributing to the assessment of learning across the curriculum with a particular regard to language and literacy.
 - c. Focus support in areas needing improvement, both academic and social, in particular to provide pre and post-tutoring under the direction or, or, in the absence of the advisory teacher.
 - d. Work with and support students to ensure they are able to use ICT and other specialist equipment to enhance their learning.
 - e. Motivate and encourage students to concentrate on and full the tasks set.
 - f. Mediating as interpreter or communication support worked in lessons, assemblies and other school related educational activities.
 - g. Motivate students to listed/attend to the best ability and concentrate on/fulfil the task set and provide feedback and praise on achievements and new learning goals.
 - h. Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.

- i. Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.
 - j. Contribute to the assessment of students' learning.
 - k. Contribute to the implementation of the National Curriculum and specific individual student targets.
- **Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment, including:**
 - a. Record key elements of lessons and learning tasks to facilitate post-tutoring and follow-up activities at home or school.
 - b. Maintain a working knowledge and the ability to check, fault-find and monitor amplification under the direction of the SENCO.
 - c. Assist in the development, monitoring and evaluation of programmes of work.
 - d. Contribute to and assist in the development and monitoring of systems for review and recording of students' progress.
 - e. Assist in the preparation for educational visits and where appropriate, accompany students.
 - f. Attend and contribute to school and service staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.
- **To provide care and supervision of students within the classroom, within the school and outside of the school. Typically the role will include all, or most of the following elements:**
 - a. Assist in the supervision of assessments as directed.
 - b. Supervise students at break and lunchtimes, and when entering and leaving using school transport.
 - c. Escort students to school or parental transport.
 - d. Develop and understanding of and provide for students' specific personal needs to ensure a safe learning environment. This may include providing some direct care, support and assistance to the students in respect of personal audiological equipment.
- **Additionally, under the overall direction of teaching staff, the job may include some or all of the following duties, depending on the needs of students:**
 - a. Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for students with special educational needs, complete 'P' scales and to write, update and circulate IEPs.
 - b. To undertake a key worker role when required.
 - c. To work with student groups, using a range of strategies to gain acceptance and inclusion of students with special education needs.

Problem solving and creativity:

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of students, often with differing requirements, in

the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual student.

Use a variety of interpersonal techniques to establish supportive relationships with students, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual students, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour, including aggression.

Decision making:

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher and/or the SENCO.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of students with special educational or personal needs.

Responding to the attitude and behaviour of students by exercising sound judgement in the context of school policies and procedures e.g. in addressing bullying, harassment or prejudice.

Problem solving is required to ensure the efficient delivery of a wide range of tasks and in order to provide a fast and efficient response to the changing needs of the low incidence population concerned.

Flexibility and efficient prioritisation is required in order to respond to tight deadlines which can be imposed by central and local government systems, or which can arise from SEN issues that can arise unexpectedly with schools, families and other agencies.

Other

Employees will be expected to comply with any reasonable requests from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for a disabled job applicant or continued employment for any employee who develops a disabling condition.

Review

This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to your responsibilities and duties.



Person Specification

Learning Support Assistant – Hearing Support

KEY CRITERIA	ESSENTIAL	DESIRABLE
<p>QUALIFICATIONS AND TRAINING</p>	<p>Good standard of literacy and numeracy.</p> <p>GCSE English and Maths A – C (or equivalent).</p> <p>Requirement to participate in training/development as required/identified.</p>	<p>NVQ2 in teaching assistance or equivalent qualifications or experience.</p> <p>Training and knowledge of child development</p> <p>Has completed or is willing to complete accredited training scheme '<i>Accessible Learning Environments for learners with hearing impairment</i>'</p>
<p>COMPETENCE SUMMARY. (Knowledge, Abilities, Skills and Experience)</p>	<p>An ability to communicate effectively, in particular able to explain instructions and activities.</p> <p>Experience of working with children or young people (or voluntary work).</p> <p>Experience to effectively use reading, spelling, comprehension and processing assessments and understand standardised scores.</p> <p>An ability to interpret requests and instructions.</p> <p>Ability to analyse data and information.</p> <p>An ability to work constructively as part of a large team.</p> <p>Good understanding of numeracy and literacy difficulties.</p> <p>An ability to relate well to adults and students, respond sensitively and flexibly to competing demands from students.</p> <p>Understand and comply with the need for confidentiality.</p> <p>Effective interpersonal and organisational skills.</p> <p>An ability to work to a schedule which may be subject to change.</p> <p>A flexible approach to the work undertaken.</p> <p>An ability to help identify own training needs and actively seek learning opportunities and training needs and participate in training and development activities.</p> <p>An ability to use ICT to:</p> <ul style="list-style-type: none"> • Store and retrieve data 	<p>British Sign Language skill and/or skill in signed language</p> <p>Recent experience of working in a school.</p> <p>Has attended recent child protection training.</p> <p>Demonstrates knowledge of and commitment to a responsibility to keep children safe and protected.</p> <p>Able to be creative and innovative in meeting the particular needs of students.</p> <p>Enthusiasm for working with and supporting children.</p>

	<ul style="list-style-type: none"> • Support students' learning <p>Possess skills to undertake general clerical/administrative tasks in relation to the post.</p>	
Personal Qualities and Attributes	<p>Patient, calm and firm when appropriate</p> <p>Energy and a good sense of humour</p> <p>Hardworking and creative</p> <p>Ability to motivate and inspire young people</p> <p>Ability to build positive relationships with students and other staff</p>	
Professional Experience		
Special Factors	<p>Must be eligible to work in the UK.</p> <p>Must satisfy relevant pre-employment checks including DBS.</p> <p>Two supportive work related references. (References from friends will not be accepted).</p>	
Other	<p>Suitability to work with children and young people</p> <p>Able to manage time effectively and have a good attendance record.</p>	

WORKING AT HAYGROVE

Conditions of Service

Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

Fitness for Employment

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

Remuneration

Salary is paid on the 31st of each month comprising salary for the whole month.

Flexibility

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

Interview Expenses

The School will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

Smoking Policy

Haygrove School is a non-smoking site and all prospective employees are expected to accept this as a condition of working at the school.

Equal Opportunities

Haygrove School is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

Safe Recruitment

Haygrove School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment - this will depend upon the nature of the offence(s) and when they occurred.

Further information about Disclosure can be found at www.disclosure.gov.uk

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with students.

Working Across the Haygrove Academy Trust

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. Whilst this post is based at Haygrove School this is a Trust wide post and you could be required to work across the Trust Schools.

APPLICATION

To apply, please download an application from our website www.haygroveschool.co.uk

Completed application forms should be sent, together with a supporting letter, by email or post to:

 recruitment506@educ.somerset.gov.uk

 **Miss M Collins
HR Administrator
Haygrove School
Durleigh Road
Bridgwater
Somerset
TA6 7HW**

Please ensure your application form has your email address and also the e-mail addresses of your referees.

Closing date: noon on 19th January 2018

*Early applications are encouraged.
We reserve the right to close the advert should we feel able to appoint
an appropriate candidate.*

