

**Vacancy: Teaching Assistant**

**Castlewood School**

Date: May 2022

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# Castlewood School



**Building Confidence and Self Belief**

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Dear Applicant,

Thank you for your enquiry regarding the above position. These post are offered on a permanent contracts on the NJC Pay Spine.

The school is at an exciting phase in its development. We are in the seventh school year, following academy conversion, now being sponsored by Manor Hall Academy Trust and prior to September 2020 Northern House Academy Trust. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, and supporting statement. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post, it should be no more than two sides of A4.

Applications by email are encouraged and must be sent to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk) by **12:00 noon on 25<sup>th</sup> May 2022**. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Trevor Scott

Head Teacher



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#### About Castlewood School



This new school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.

All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.



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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball, gymnastics and trampolining
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens and the
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening

their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is **'Building confidence and self-belief'** so you can see this is not merely a slogan but a guiding principle for whole school improvement.

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### **Remuneration**

The salary for the post will start from £15,961 to £17,083 (actual salary) on G05 scale point 6-9, dependent upon experience / continuous service.

Contractual Hours are **32.5 Hours**

A pension is also provided (LGPS).

### **The Application Process**

The closing date for applications is **12:00 noon 25<sup>th</sup> May 2022**.

Interviews will take place week commencing **6<sup>th</sup> June 2022 time to be confirmed**

Applicants are asked to provide a completed application form, detailing any gaps in employment), ensuring your other information in support of your application is of no more than two sides of A4, in which you must demonstrate what you can bring to Castlewood School.

Once you have completed your application please email it to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk)

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

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### **Safeguarding**

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

### **Information for Job Applicants - Safeguarding of Vulnerable Groups, including children**

**Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.**

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information



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### Job Profile

Castlewood School				
Job Number	Post Title	Grade	Points	Date
AA6960 (formerly C1049)	Teaching Assistant (Special School)	Grade 5	398 NJC	April 2008

### Reporting Relationships

**Responsible to:** Assistant Head i/c Lower School

**Responsible for:** Support the Class Teacher with Classroom Duties

### School Purpose and Values

Our special school offers 96 places to children between the ages of 5 and 16 (Year 1 to Year 11) with an Education Health care Plan (EHCP) and a primary diagnosis of Social, Emotional and Mental Health (SEMH), whose needs cannot be met within a mainstream setting.

In September 2020 we joined the family of schools that together make up Manor Hall Academy Trust.

As a small school we believe that all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. We offer a broad and balanced curriculum and are fully committed to equal opportunities for all our learners. We expect all pupils to leave our school with accredited qualifications and the life skills to become successful independent members of their local community.

This will be achieved through the dedication of our staff, hard work from our pupils and good communication with families and other external professionals.

If you would like further information or a tour of the school then please get in touch. Our staff and pupils welcome the opportunity to showcase their work to

### Purpose and values of department

The Lower School team at Castlewood has really developed over the last few years. There is an authentic team spirit that help to support one another on a day to day basis.

The children really enjoying coming to school and work well to catch up from their starting points with us. We teach children to the National Curriculum in order for children to be equipped with the fundamental skills of Reading, Writing and Math in addition to lots of practical hands on experiences where children can explore and develop to build their confidence and self-belief to allow them opportunities and choices when they leave our school

### Statement of Purpose

To work under direct instruction of specialist needs teaching staff, usually in the classroom with the teacher. Provide specific support in addressing the needs of pupils who need particular help to overcome barriers to learning. Assist specialist needs in the following:

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### **Supporting Pupils**

- Provide pastoral support to pupils within the school environment.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development on a daily basis.
- Care for pupils who are critically or terminally ill.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- In conjunction with the teacher the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs (e.g. daily exercise programme).
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.
- Experience in Phonics would be desired

### **Support for the Teacher**

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording under the supervision of a teacher.
- Support the teacher in providing objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence (e.g. Headteacher).
- Assist in keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls etc.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes under direction of teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.
- Under direction of teacher determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

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**Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

### **Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

### **Financial Management**

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

### **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***



**Person Specification  
Teaching Assistant (Special School)  
Level 2**

	Criteria	Measured by
	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working with pupils with additional needs.</li> </ul>	A
	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills equivalent to GCSE C and above.</li> <li>• NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge, skills and experience).</li> <li>• Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, CACHE, etc.</li> </ul>	I
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of relevant policies/codes of practice.</li> <li>• Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN, Early Years.</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning.</li> <li>• Effective use of ICT to support learning.</li> <li>• Use of other equipment technology – video, photocopier.</li> <li>• Excellent interpersonal skills to be able to relate well to a wide range of people.</li> <li>• Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>• Good communication skills.</li> <li>• Willing to work towards NVQ Level 2 or recognised equivalent.</li> </ul>	A/I
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> </ul>	A/I

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| <ul style="list-style-type: none"><li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li></ul> |  |
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A = Assessed at Application  
through Test

I = Assessed at Interview

T = Assessed

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***