

# GREAT BADDOW HIGH SCHOOL



Headteacher: Mr P Farmer, BA (Hons)

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## RECRUITMENT PACK

Duffield Road, Chelmsford, Essex CM2 9RZ

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*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## **SPECIALIST LEARNING SUPPORT ASSISTANT SUPPORTING PUPIL WITH A VISUAL IMPAIRMENT**

**Reports to:** SENDCO and Learning Support Manager

**Day to day management/supervision:** SENDCO with support from ECC Qualified Teacher for Vision Impairment

**Guidance and Support:** SENDCO and QTVI

### **JOB PURPOSE**

To work with teachers to support the learning, educational progress, and inclusion of the pupil with a vision impairment and their engagement with learning.

To give assistance to the pupil so they can access the curriculum, participate in learning, experience a sense of achievement, and develop independence in learning and other aspects of school life.

### **MAIN RESPONSIBILITIES/DUTIES**

#### **Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons**

To work in partnership with subject teachers in the planning of lessons to facilitate inclusion and progress. This will include the adaptation of materials and direct support to the student in class as well as supporting the development and use of specialist skills in one to one sessions.

#### **Support the delivery of learning by:**

- Adapting resources and teaching materials as necessary so the pupil is able to access the key points of a lesson and achieve the objectives set as far as possible independently.
- Providing direct support as agreed with the teacher (and QTVI). This may include pre-tutoring support to ensure pupil has the necessary knowledge and familiarity with the resources, skills, and concepts to be used in the lesson. It may also involve post-tutoring to check understanding and reinforce key learning points.
- Developing the pupil's skills in the use of specialist formats including large print, adapted diagrams, audio and e formats books and resources as appropriate.
- Developing the pupil's skills and knowledge of Braille under the guidance of a Qualified Teacher of the Vision Impaired. (Training can be provided for those new to Braille.)
- Supporting the pupil's participation in class activities, providing support to groups as appropriate, to encourage independence and social interaction.
- Using praise, assistance, and encouragement to motivate the pupil and to help them stay on task.
- Supporting the pupil's understanding of any follow up tasks set by the teacher.
- Acting as a scribe, reader or practical assistant where required, to support the pupil's understanding and inclusion.
- Overseeing the pupil's work in practical activities where safety is a consideration.

#### **Support the teacher in evaluating the pupil's learning and access to the curriculum by:**

- Providing constructive feedback to the teacher on the how the pupil has been able to access teaching and learning.
- Discussing with the teacher any difficulties experienced in providing the support the pupil needs.

- Providing information on how well the pupil engaged in the lesson and flagging any challenges or successful ways of working the pupil experienced.

### **Implementing Individual Learning Programmes for Pupil**

Support the development and implementation of individual learning programmes for the pupil. (These might include work in the areas of functional vision, concept formation, literacy skills, mobility skills around school, ICT skills personal, social, and emotional development as required). This will be achieved by:

- Working with the SENDCO, class teacher, QTVI and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
- Reinforce mobility and independence skills under the guidance of the mobility specialist.
- Delivering the agreed programmes under the guidance of the teacher, SENDCO and the QTVI.
- Providing feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the programme in securing this and the pupil's engagement.

### **Observing and Reporting on Pupil Progress**

- Observe and report on academic progress, gathering information about the pupil's knowledge, skills and understanding, including their progress towards targets.
- To support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets, and formulating new learning plans.

### **Contributing to Maintaining Pupil Records**

Contribute to the maintenance of pupil records as agreed with the teacher and/or SENDCO and help to maintain the record keeping system.

### **Using Technology to Support Pupils' (or the Pupil's) Learning**

Support the use of technology and optical aids to promote the pupil's learning by:

- Checking any equipment used by the pupil is functioning properly.
- Developing skills in the use of specialist equipment used by the pupil, including software applications and hardware.
- Taking steps to ensure any problems with equipment are dealt with as quickly as possible.
- Promptly informing the teacher if there are any problems.
- Supporting the pupil and staff in the use of assistive technology, encouraging pupils to use the equipment independently.

### **Supporting Children's Emotional and Social Development**

Support pupils' social and emotional development by:

- Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
- Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
- Encouraging the pupil to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
- Observing how the pupil expresses their feelings and emotions and relate to others and feedback to the teacher and/or SENDCO, recording any findings accurately.

- Delivering programmes designed by specialists to support this area as appropriate.
- Encouraging other pupils to develop an understanding of the needs and skills of a pupil with a vision impairment.

**Learning Environment**

Working with colleagues to ensure the classroom provides a good learning environment for the pupil, paying particular attention to lighting, layout, and auditory factors.

**Liaising with Parents**

Support teaching staff and SENDCO to discharge their responsibility in involving parents by providing information on the pupil's engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.

**Continuing Professional Development**

Participate in training and other learning activities to develop the competencies to effectively support pupil and to ensure knowledge and skills are kept up to date.

## **PERSON SPECIFICATION**

### **SCHOOL BASED LEARNING SUPPORT ASSISTANT SUPPORTING PUPIL WITH A VISUAL IMPAIRMENT**

#### **Specialist Knowledge and Experience**

- Experience of working with or supporting learners.
- Ability to build a rapport with learners, including those with special educational needs.
- Ability to understand child development and the implications of visual impairment.
- Ability to use ICT and to learn new ICT skills.

#### **Organisation**

Ability to organise time effectively, creating work schedules, prioritising workload, and meeting deadlines.

#### **Using Initiative**

Ability to recognise what steps need to happen to support inclusion, plan your support and undertake appropriate action on a day to day basis.

Ability to work in partnership with pupil, teachers and supporting professions.

#### **Resilience**

Ability to remain calm and self-controlled under pressure.

#### **Personal Drive & Commitment**

Ability to be proactive, enthusiastic, and committed by taking ownership to ensure tasks are delivered.

#### **Communication**

Ability to communicate effectively, both verbally and in writing, adapting style to suit the audience e.g. preparing reports.

#### **Team Working**

Ability to work effectively within a team.

#### **Equal Opportunities**

Ability to understand and demonstrate commitment to the schools Equal Opportunities Policy. To ensure all activities are consistent with the Equal Opportunities Policy. This includes all staff activities and all interactions with the general public.

#### **Special Conditions**

- Appointment is subject to an Enhanced Criminal Records check.
- Must be prepared and willing to work occasional extra hours as agreed with the Senior Management Team.
- Must be prepared and willing to undertake training in areas which are new to them. Braille, the use of specialist ICT and the modification of resources into large print for example.

## **Guidance notes for completing application pack**

### **How to make an application;**

Please complete the application form in black ink or typescript. This application form and process has been designed to provide the range of information necessary for a fair and consistent approach to recruitment. We strongly advise that you carefully read all available information for this job before you start completing the form. Included in this pack are a full job description and a person specification, detailing the skills, qualifications and experience that are required for this job.

You must demonstrate in your application how you are able to fulfil the requirements of the person specification and job description for the post, as this will form the basis on which decisions are made on selection for interview.

### **Work permit/Evidence of permission to work in the UK (front page)**

Please let us know if you are an overseas national who requires a work permit to work in the UK. You should check your immigration status, if applicable, before answering this question.

Prior to commencing employment with the school, all members of staff will be required to produce documentary evidence of permission to work in the United Kingdom. You could provide, for example, either a British passport, or a passport or national identity card from an EEA country or Switzerland; or, alternatively, a document showing your permanent UK national insurance number and your full UK birth certificate; or a work permit and your passport.

A full list of acceptable documentary evidence is available on request. An original document must be seen on or before your first day of employment.

### **Employment (sections 2 – 4)**

Please give us full details of your complete work history over the past 10 years, or since school. This can include paid employment, voluntary work and work experience.

### **Education (sections 5)**

Please give full details of your education, detailing schools/colleges attended and qualifications achieved, including subject, level and grade. Please also include information on any qualifications for which you are currently studying.

### **Qualifications (section 6)**

Please include details of all professional qualifications, eg qualified teacher status (including DfES number), NNEB, AAT, City & Guilds, BTEC etc. You will be asked to provide evidence of any qualification(s) specifically required for the post.

### **Any other skills/training (section 7)**

This could include: on the job training; IT training courses; skills training courses; apprenticeships; technical training; health and safety training etc.

### **Statement in support of your application (section 8)**

Please use this section to explain your reasons for applying for this job. The information you include here should be directly related to the person specification and you should demonstrate clearly how your experience, skills and abilities match those required in the job. You can draw on elements from any aspect of your life, such as education, work, home or community life, as long as you focus on its relevance in comparison to the needs of this job.

### **References (section 9)**

Please give details of two referees who can comment on your suitability to do this particular job. They can be from college, school or voluntary experience and at least one reference should be from your current or most recent employer, if applicable. However, references will not be accepted from relatives or from people writing solely in the capacity of friends. In providing the names of referees, you are agreeing that the school may ask their opinions on your character in relation to this application. These opinions, given in trust, will remain strictly confidential. Please note that it is school policy to request references prior to interview if at all possible (unless otherwise requested).

### **Canvassing (section 1)**

Direct or indirect canvassing of county councillors, senior council employees or members of the governing body by you, or on your behalf, is strictly forbidden. Failure to disclose a family relationship to any county councillor, senior council employee or governor may lead to your disqualification.

### **Disclosure of criminal convictions (section 10)**

All applicants will be required to disclose details of both spent and unspent criminal convictions if invited to interview. Those applicants who are appointed to posts within the school will also be required to complete an additional form to enable a check to be made on their criminal record through the Disclosure and Barring Service (DBS) as defined by the Exceptions Order associated with the Employment of ex-Offenders legislation.

Please see the attached copy of the Employment of ex-Offenders policy. The post you are applying for is subject to an enhanced criminal check. The DBS make a charge and this will be paid by the school on behalf of the successful applicant.

Candidates who are asked to complete the DBS form will also be asked to show evidence of identity eg birth certificate/passport/driving licence etc. Any information disclosed will be kept in strict confidence and used only in consideration of your suitability for the job for which you are applying. If you fail to disclose any convictions, then your employment could be subject to dismissal or disciplinary action by the school.

### **Data Protection (section 10)**

All or parts of the information on this form and all other documents submitted in application will be held securely by the school in line with our data protection policy. The information will only be shared in line with the Privacy Notice.

### **Equal opportunities monitoring**

The governing body are equal opportunities employers and committed to ensuring that applicants are selected for appointment on the basis of their abilities relevant to the job. Your application will therefore be considered strictly on the basis of experience, skills, aptitudes, knowledge, attainments and any other criteria necessary to undertake the duties of the post, as set out in the enclosed person specification.

### **Section on disability**

If you have a disability, please indicate any relevant effects of the disability and any adjustments that may help to overcome any disadvantage the disability may cause (a) if you are invited to interview and (b) you are appointed to the post.

### **Closing date**

The closing date for the job is on the advertisement. Please ensure that your application reaches us on the specified date, as late applications will not normally be accepted.

### **Medical clearance**

If you are appointed, you will be asked to complete a Fitness to Work Declaration and may be asked to attend an appointment with the County's occupational physician at County Hall, Chelmsford.

### **Asylum and Immigration Act 1996**

Under the Asylum and Immigration Act 1996, we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition precluding them from taking up employment. We would therefore ask you to bring with you, if invited to interview, an original document containing a national insurance number, eg P45, P46 or P60 or an old payslip and one of the following:

- British birth certificate or passport
- European Economic Area (or ESS) passport or identity document
- passport or travel document endorsed to show that the holder is entitled to work in the UK (work permit)
- certificate of registration or naturalisation as a British citizen
- a letter issued by the Home Office confirming that a person has indefinite leave to enter or remain in the UK.

### **Contact information**

If you need any help or advice in completing the application pack, please contact the HR Manager on 01245 293711. Please return the completed application pack to the address on the front of the application form.

## Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Board recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
  - receipt of satisfactory references\*
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period
  - verification that you are not subject to any s128 directions preventing you from holding a management position within a school
  - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

***NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.



6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.
7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.